

BRIGHAM  
YOUNG  
ACADEMY

ANNUAL

1902 . . . 1903



HOLINESS



TO THE LORD



# Brigham Young Academy

AND

CHURCH NORMAL  
TRAINING SCHOOL

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Catalogue and Announcements

FOR

THE TWENTY-SEVENTH ACADEMIC YEAR,

1902 - 1903

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PUBLISHED BY  
THE BRIGHAM YOUNG ACADEMY  
PROVO CITY, UTAH.

# CALENDAR.

## 1902.

August 28, 29, and 30, Thursday, Friday, and Saturday, Entrance examinations.

September 1, Instructions begin in all departments.

October 3, evening, Conference vacation begins.

October 7, evening, Conference vacation ends.

October 16, Founder's day.

November 27 and 28, Thanksgiving recess.

December 19, Holiday vacation begins. First semester closes.

## 1903.

January 5, Monday, Second semester begins.

February 17, Fund day.

February 22, Washington's birthday. (Sunday).

April 4, Saturday morning, Conference vacation begins.

April 12, Sunday evening, Conference vacation ends.

May 24, Commencement week begins.

May 28, Twenty-seventh Annual Commencement exercises.

June 8, Summer School begins.

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# AUTHORITIES OF THE ACADEMY.

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*Arranged in the order of seniority of appointment according to schools*

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**Instructor in Bookkeeping.**

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**Instructor in Penmanship.**

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Professor of English.

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Instructor in Preparatory School.

R L. WOODWARD.

Instructor in Preparatory School.

# BRIGHAM YOUNG ACADEMY.

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## HISTORY AND ORGANIZATION.

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The Brigham Young Academy was founded by a deed of trust executed by President Brigham Young, October 16, 1876. A preliminary session was inaugurated soon after its establishment, with Hon. Warren N. Dusenberry as Principal, succeeded by Prof. Karl G. Maeser, who had been called by President Young to take charge of the school. The Academy was formally opened August 21, 1876, the dedicatory prayer being offered by Daniel H. Wells. Prof. Maeser continued as Principal for fifteen years, when he was promoted to the general superintendency of all the Church schools; and Benjamin Cluff, Jr., a former student of the Academy and since a graduate of the University of Michigan, was chosen to take his place. In 1894, when regular heads or principals of departments were appointed, the title was raised to that of president.

The first Board of trustees consisted of seven members appointed for life; viz. Abraham O. Smoot, William Bringham, Leonard E. Harrington, Wilson H. Dusenberry, Martha J. Coray, Myron Tanner, and Harvey H. Cluff. A reorganization took place in 1890, when the Trustees, together with the executors, heirs, and assigns of Brigham Young, conveyed to a new Board all the real estate held by the Academy, giving the latter power to sell the same for the benefit of the institution, and authority to fill all vacancies in its own body. It was under the latter management that the new building became a reality, though its foundation had been laid by the former board.

In the death of President Abraham O. Smoot, which occurred March 6, 1895, the Academy lost one of its oldest friends and staunchest supporters; a man whose practical wisdom and material generosity had stood behind the institution alike in prosperity and

adversity. To fill the vacancy thus made, Brigham Young, eldest son of the founder, was elected President, and George Q. Cannon and Reed Smoot were elected to fill other vacancies.

On July 18, 1896, the institution was formally incorporated under the laws of the State. The articles of incorporation, after reciting the conditions of the first deed of trust and also the fact that a second, executed by the heirs of President Young, conveyed full and ample power to the Board of Trustees to incorporate, set forth that the financial condition of the institution and the inadequate provisions for its support under the old system, necessitated a change; and, to quote from the document:

“Whereas, the beneficiaries of the said trust are the children of the members of the Church of Jesus Christ of Latter-day Saints, and said trustees and beneficiaries and said members of said Church are desirous of seeing said trust carried out; and to that end the members of said Church, through its constituted authorities, to-wit., the First Presidency are willing to assume said indebtedness and to discharge the same and carry out, according to the letter and the spirit, said trust by said Brigham Young created, and to provide the necessary means to support and maintain said institution of learning; provided, however, that a corporation shall be formed and said trustees shall convey the property by them held, and said members of said Church, including the beneficiaries of said trust, shall have the right to elect the directors or trustees of said corporation,”—under such circumstances it was resolved to incorporate and place the institution under the management and control of the Church.

Following are the names of the incorporators into whose hands the Board of Trustees conveyed the institution: Brigham Young, George Q. Cannon, Myron Tanner, Harvey H. Cluff, Wilson H. Dusenberry, Karl G. Maeser, David John, Susa Young Gates, Reed Smoot, Thomas R. Cutler, George D. Snell, and Joseph Don Carlos Young.

Provision is made in the articles of incorporation that the Brigham Young Academy shall be under the management of a board of twelve directors, to be elected every three years by the Saints assembled in annual conference. The first election took place April 6, 1897, and resulted in the creation of the Board. It is made their duty to take control of the institution subject only to the limitation



of the original deed of trust. At a meeting of this Board, held August 2, 1897, President George Q. Cannon was elected President of the Board, which position he held to the time of his death, April 12, 1901.

With the Church pledged to its support the Academy cannot fail to develop greater strength, power, and resources; nor will the feeling that the institution is dependent upon them for support fail to stimulate, among the Latter-day Saints, the desire to give their children better facilities for a liberal education than they have ever enjoyed before.

The Academy began its labors in what was known as the Lewis Hall, at the corner of G and Seventh streets. The first floor, consisting of five rooms, had been built for commercial purposes, the second to serve as an opera house. After its purchase by President Young the building was re-arranged, as nearly as it could be, to meet the wants of the school, and served its purpose without further change for nine years. By the opening of the tenth academic year two commodious additions had been completed, mainly by the munificence of President Smoot. Six months later, on the night of January 24, 1884, the entire structure was destroyed by fire.

The school was now without a home and without the means to rent, buy, or build; for no insurance had been carried on the building just reduced to ashes. On that memorable morning four hundred students, many with booksacks in hand, collected only to gaze on the blackened ruins. Should they go home? What could be done for a homeless school in the dead of winter? The sequel proves what may be accomplished by a wide-awake board. Only one day was lost. The First national bank building and S. S. Jones' store had just been completed, and were generously turned over for the use of the Academy during the remainder of the tenth year. The year following, about two-thirds of the large Z. C. M. I. warehouse was leased and subdivided according to the wants of the institution into eleven rooms, with a capacity for the accommodation of over three hundred students, and better suited in many respects than was the old building.

Here the school remained for six years. But it became more and more evident that its work must remain stationary unless new quarters were provided. There were no funds to build with. The

real estate with which the founder endowed the school could not be sold, owing to a restriction in the deed which necessitated a reconveyance of it by the heirs of President Young. This required time and tact and before it could be done the market had fallen and sales were impossible at any price.

But the new building, begun on this slender hope, was nearing completion. That the work did not stop when this hope failed, must ever stand to the honor of the Board, the members of which pledged their private property that the institution might have quarters adequate to its needs.

On Monday, January 3, 1892, the Faculty and students took a solemn farewell of the old quarters near the depot and marched to their new temple of learning, where the Presidency of the Church, the Governor, and other prominent visitors from all parts of the State had assembled to take part in the dedication services. It was an impressive occasion, not only from the nature of the services themselves, but also from the fact that on this day the first epoch closed and the second epoch began in the history of the Academy. Perhaps the genius and growth of the institution can be set forth in no better way than by a brief contrast of these two epochs.

Dr. Maeser came to Provo in obedience to a call from President Brigham Young. He had no other idea to guide him in creating the institution than the general notion that the whole man is to be educated; the social, moral, and spiritual, as well as the intellectual. He opened school with twenty-nine students and himself as the sole teacher. Dr. M. H. Hardy was his first assistant. Gradually the school grew so as to include the instruction now covered by the eight grades and portions of the high school, including theory and practice of teaching; but the growth of secondary and higher instruction was slow, principally because the general poverty of the people made proper preparatory schools elsewhere in the territory impossible.

Financially the Academy may be said to have sprung up out of the native soil. Think of an institution of secondary training supporting its teachers and paying for furniture, supplies, and other current expenses out of tuition; and this, too, at a time when the desire for higher education had largely to be created! Yet under such ordeals of self-sacrifice did Dr. Maeser and his co-laborers, by the bless-



ings of God, bring the institution forward and upward for fifteen years.

Nor must this period of early struggles be held up for disparagement from an educational point of view. Beginning as it did, the Academy had to feel its way and adapt itself to its environments. It may thus be said to have caught the very genius of the new dispensation and embodied the life-essence of a peculiar people. To this central spirit it has ever been true; and whatever of greatness it is destined to attain, will come not so much along the lines that make other institutions great, as by the flowering and fruition of its own life principle.

It was high time, however, that the first epoch came to a close. Although the school had grown steadily until at times its enrollment reached over four hundred, and its power for good was felt in the same ratio, certain educational evils were inevitable from the cramped conditions under which the work was carried on. Previous to 1891, no attempt had been, nor could be, made to arrange courses in the higher branches to last for more than one year, save in theory of teaching which had been laid out for two years. The instruction was thus bound to be very general and as a consequence more or less superficial. With a teacher of less intensity than Dr. Maeser this evil would have been aggravated. As it was, his peculiar power of arousing independent investigation multiplied the effectiveness of the school wherever its students became teachers.

Another evil was irregularity of attendance. Very little effort was made by students to begin school with the school year. The majority entered about October; and after the two winter terms were over, most of them gave up their studies by reason of the "spring fever," thus leaving only a fraction of the enrollment in attendance during even one year.

The first factor in remedying these evils was of course the erection of the new building, which provided adequate class-room and other accommodations; the second was the financial support rendered by the Church, whereby the teaching force was augmented and the Normal courses were made free; and the third was the establishment of four-year courses—since increased to six and seven-year—leading to degrees. Space will not permit extended mention of many other noteworthy features of the new epoch. The commercial courses were

segregated and in due time developed into a fully equipped Commercial school. With the offering of degrees came class organizations, and the development of class patriotism. The same circumstances led to the inauguration of the Alumni association, which promises to become a strong educational support.

Founder's day was first celebrated in the year 1891, and has since become a prominent holiday. This day, 1896, was signalized by two important events. The first was the formal creation by the Board of trustees of the Collegiate department, though in a modified form it had existed for years previous. The second was the placing of the eight grades of the Normal Training school in a separate building.

While this removed the pressure of enrollment to a certain extent, a point in the school's growth was soon reached when more room became necessary. The need was promptly met, however, by the following named persons: Wilford Woodruff, George Quayle Cannon, Joseph Fielding Smith, Reed Smoot, Jesse Knight, Charles Edwin Loose, Jessie William Knight, Alfred William McCune, Inez Knight, and Stephen L. Chipman. The Collegiate building, the dedication of which took place during Commencement week, 1898, now stands as a monument to their liberality. The tableted chairs and settees with which the rooms are seated were donated by the patrons and friends of the school through the Alumni association.

Founder's day, 1898, also marks an epoch in the development of the school, as on this day there were formally established and dedicated (1) a laboratory of Physics by the Holt Family, and (2) a laboratory of Chemistry by the Magleby Family. The Beckstead Laboratory of Mechanics was dedicated on Founder's day, 1899, and the Hinckley Laboratory of Natural Science was dedicated on Founder's Day, 1900.

By an action of the Church Board of examiners, December 1, 1899, three institutions, viz., the Brigham Young Academy, the Brigham Young College, and the Latter-day Saints' College, were declared recognized and sustained by the First Presidency as schools of secondary instruction. Each institution was empowered to maintain a high school, offering at its discretion a normal course, an academic course, and a business course, leading to certificates of graduation.

It was also ordained that no institution should offer a degree

short of four years' college or university work. The courses common to university instruction were distributed among the three institutions named, and to the Brigham Young Academy was given the following:—Theology and English, the mechanical and engineering arts, including mechanical, civil, electrical, and mining engineering; and domestic arts; also general pedagogy including normal training; said courses to lead to the degrees of Bachelor of Science [B. S.] and Bachelor of Pedagogy [B. Pd.]

The Brigham Young Academy South American expedition, with President Benj. Cluff, Jr., in charge, started on its journey April 17, 1900, and returned to Provo, February 7, 1902. Its purpose was to study Mexico, Central, and parts of South America, with a view of becoming acquainted with the people, their customs and habits, and with the products and possibilities of these countries; also to study the ruins and other evidences of an ancient people, with the view of discovering corroborative evidences of the authenticity of the Book of Mormon; and lastly to make a collection of zoological and botanical specimens for the Museum.

The end of the journey as laid out was Valparaiso, Chile, but owing to a revolution in Colombia, Bogota was the most southerly point reached. In spite of many vicissitudes, the object of the expedition was largely fulfilled.

During the two years that President Cluff was away, the institution was under the supervision of George H. Brimhall as acting-president. The Academy continued to grow in numbers and prestige; and among the notable educational achievements of these two years was the erection of a fine new training school and gymnasium at a cost of \$40,000—mainly the gift of public-spirited friends and patrons of the institution. The building was dedicated on Fund day, February 17, 1902.

## GENERAL INFORMATION.

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### EDUCATIONAL AIMS.

To carry out the design of its Founder, the Academy offers instruction as follows: 1. In the principles and doctrines of the Church of Jesus Christ of Latter-day Saints. 2. In the principles of morality and moral responsibility. 3. In the elements of self-control, on the principle that a free people or a free person, must become such through self-control. 4. In the arts and sciences usually given in primary schools, high schools, and colleges. 5. In such general training as will fit young people for practical life. 6. In such technical and theoretical training as will fit young people (*a*) for school teachers, (*b*) for book-keepers, amanuenses, telegraphers, and business men, (*c*) skilled mechanics, (*d*) engineers. The aim of the Academy in short, is to promote man's complete development, morally, intellectually, and physically.

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### ORGANIZATION.

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The Academy is organized with the following schools: 1. A College, offering courses leading to the degree of Bachelor of Science, (B. S.), and of Bachelor of Pedagogy, (B. Pd.). 2. A Commercial school, covering from one to four years' work and leading to the degree of Master of Accounts (M. Ac.). 3. A High school, offering three four year courses, viz.: a General course in the industrial arts, a Science course preparatory to college work, and a Normal course—each leading to a diploma. 4. A school of Music, giving three years work in both vocal and instrumental music and leading to a diploma. 5. A Preparatory school, offering two years work, especially for young men and young women of irregular qualifications. 6. A



Training school for the practical preparation of teachers. 7. A Kindergarten, including a Kindergarten Normal training school. 8. A Missionary department, for the training of Elders to preach the Gospel.

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### DIRECTION TO STUDENTS.

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The following suggestions will aid students in entering school:

1. Present yourself to the President in Room 9.
  2. From him you will obtain the proper cards. If you do not enter on certificate, go to the Examiners in rooms designated on the Bulletin board, and pass entrance examinations. Next, go to the Deputy treasurer and pay all entrance dues, receiving from him a receipt. Take this receipt to the Registrar, who after recording your name, will give you an admit card. On presenting this card to the Principal of the department you enter, you will be seated in the proper room. If you enter on certificate go directly from the President to the Deputy treasurer.
  3. Teachers and advanced students will be in attendance to give advice and render assistance. Do not hesitate to ask them.
  4. Look at the bulletin boards for special notices and instructions.
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### STATUS OF STUDENTS.

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Students in the High school or College may be *regular* or *special* students. A regular student is one who pursues regular courses leading to a diploma or a degree. A special student is one who pursues a special course accepted by the Faculty. No student will be permitted to become a special student on account of inability to continue with his class as a regular student. Special students are assigned to a class the same as regular students.

If, after examination, it is found that a student is deficient in not more than two studies, he may be assigned to his class conditionally until the deficiency is made up. But, if it is found that he is

deficient in more than two of his studies, he will be put back one year in his course, or dropped from the rolls at the option of the authorities.

For persistent neglect of study, irregularity in attendance, inability to keep up with his class-work, or failure to maintain his proper class standing from any other cause, a student may be dropped from the rolls.

Punctuality and regularity in attendance are required of all. When a student has been absent from a class or from school three times without an acceptable excuse, or when he has been absent three times in succession without notifying his teacher, his name will be dropped from the rolls as discontinued. To regain his standing he must apply to the President.

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### THE WORK IN THEOLOGY.

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The course in Theology is one of the most extensive offered in the Academy. It forms a continuous chain beginning with the Preparatory school continuing through the High school and ending in the College. The exercises and principles set forth are based on the doctrines and ordinances authorized and taught by the Church of Jesus Christ of Latter-day Saints. The whole is so arranged that it may be progressively pursued. A course in Ethics is also provided to meet requirements of non-members who do not wish to study Theology.

All male students holding the Priesthood are classified into quorums according to the office in the Priesthood held. These various quorums conform as nearly as possible in organization, spirit, and exercises to the rules and practices of the Church, and meet bi-weekly.

Female students have a separate organization, and meetings are held while the Priesthood quorums are in session. In these meetings subjects suitable to their sex are presented by lady instructors.

Meetings for lay members and non-members of the Church are also held at the same time as the Priesthood meetings, at which lectures are delivered on topics profitable and interesting to a mixed class.

Testimony meetings are important features of the theological in-



structions. These are held bi-weekly, and serve an admirable purpose in cultivating a testimony of the Gospel and affording practice in public speaking.

In the Sabbath school, which meets every Sunday morning, normal courses are offered in Sunday school, Mutual Improvement, Primary association, Kindergarten, and Religion-class work; also a course for missionaries.

The remark is often made by both strangers and students that a wonderful influence prevails in the institution. This must be attributed to the spirit of the Gospel developed as a result of the theological and moral teachings imparted daily.

Aside from the class work, a personal labor is undertaken with those who are inclined to be wayward, so that many a reckless youth is brought back to the paths of rectitude.

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### BOARD AND ROOMS.

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Students find good board and lodging in private houses. Board ranges in price from \$2.50 to \$3.50 per week. Many students prefer to rent rooms and board themselves, thus greatly reducing their expenses. The rent of rooms ranges from \$1.50 to \$4.00 per month.

Those desiring information or assistance may write to the Secretary of the Brigham Young Academy, Box C, Provo, Utah.

## SCHOOL EQUIPMENT.

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### LIBRARIES.

**The General Library.**—This consists of 5,432 bound volumes and about 6,023 pamphlets and charts. The books have been selected with great care and with special reference to the needs of the school, and include works on general literature, science, art, physiology, psychology, and pedagogy, as well as reports of the Bureau of Education, of state superintendents, of schools in the different states of the Union, and the government reports of the geological and geodetic surveys.

**Library of the Class of '97.**—This is a library of philosophical works founded by the Class of '97, and comprises now 236 volumes. The aim is to place within the reach of the students all the best works in philosophy published in the English language.

**The Marie Leland Library**, founded by F. Warren Smith in honor of his maternal grandmother, contains 800 bound volumes and several hundred pamphlets. Besides works on general subjects, are the following works on science: *Jahresberichte fur Chemie*, 56 volumes; *Berichte der Chemischen Gesellschaft zu Berlin*, 73 volumes; *Zeitschrift fur analytische Chemie*, 18 volumes; *Jahresberichte der reinen Chemie*, 9 volumes.

**Library of the Class of '98**, or theological library, has now 661 volumes, and aims to supply the students with all the Church works and the principal works of all denominations.

**Library of the Class of 1900**, or library of general literature, catalogued since February, 1900, has a collection of 122 volumes. The aim of the class is to collect, as far as possible, works of the best authors, both American and English.

**Library of the Class of 1902.**—This is an historical library. It was founded January 8, 1900, and contains 210 works, including

the American Statesman series of 27 volumes, and the Famous Nations series of 20 volumes.

**Library of the Class of 1903**, or scientific library, -founded in February, 1900; contains 260 volumes, which treat on the three great branches of natural science—geology, botany, and zoology. It is the aim of the class to contribute \$100.00 each year toward a library fund for five years.

All books in the library are for the use of the students and the Faculty. Strict rules and regulations, however, govern this use, to the end that loss or destruction of books may be avoided. The applicant signs a request stating the title, volume and shelf number, which request is kept on file until the volume is returned. Under certain regulations, to be given on application, the public may have access to the library. The library doors are open every day from 8 a. m. till 5 p. m., except on Saturdays, when they are open from 10 a. m. till 2 p. m.

### JOURNALS AND MAGAZINES RECEIVED.

TITLE.	WHERE PUBLISHED.	CONTRIBUTED BY.
Congressional Record.....	Washington, D. C.,	U. S. Dept. Int.
Delineator .....	New York.....	B. Y. Academy
Carpentry and Building.....	Washington D. C.	"
Literary Digest.....	"	"
American Primary Teacher.....	Boston.....	"
Typewriter and Pronographic World,	} New York.....	"
Success.....		
World's Works.....	New York.....	"
Forum .....	" .....	"
McClure's Magazine.....	" .....	"
Cosmopolitan.....	" .....	"
Munsey's Magazine.....	" .....	"
Musical Courier.....	" .....	"
Scientific American.....	" .....	"
Psychological Review.....	" .....	"
American Review of Reviews...	" .....	"

TITLE.	WHERE PUBLISHED.	CONTRIBUTED BY.
Teachers' Institute.....	" .....	"
Primary School.....	" .....	"
Educational Foundations.....	" .....	"
Our Times.....	" .....	"
School Journal.....	" .....	"
Public Opinion.....	" .....	"
Current Literature.....	" .....	"
Journal of Education.....	Jersey City.....	"
Intelligence .....	Chicago .....	"
Journal of Geology.....	Chicago .....	"
Saints' Herald.....	Lamoni, Ia.....	Publishers.
American Geologist.....	Minneapolis.....	B. Y. Academy.
Kindergarten Review.....	Springfield.....	"
Chicago Teacher.....	Chicago .....	"
Co. Supts'. Monthly.....	Fremont, Neb....	"
Teachers' College Record .....	New York.....	"
Bookkeeper .....	" .....	"
Christian Science Journal.....	Boston.....	Christian Science Pub. Co.
" " Sentinel.....	" " " " .....	" " " "
Juvenile Instructor.....	Salt Lake City....	Editor.
Spectator .....	London, Eng.....	F. Warren Smith.
Official Gazette.....	Washington, D. C.,	U. S. Dept. Int.
Der Stern.....	Berne, Switzerland.	Publishers.
National Geographic Magazine..	New York....	Phys. Geography Class.
Granite Monthly.....	Concord.....	Annie K. Craig.
Health Culture.....	New York.....	Publishers.
Young Ladies' Journal.....	Salt Lake City....	Editor.
Mutual Improvement Era.....	" .....	M. I. A.
White and Blue.....	Provo.....	Editor.
Outlook .....	New York.....	B. Y. Academy.
Teachers' World .....	New York City...	"
Zion's Young People.....	Salt Lake City....	Editor.
The Etude.....	Philadelphia .....	B. Y. Academy.
American Journal of Science..	New Haven.....	"
Woman's Home Companion.....	Springfield.....	"
Health Culture.....	New York City...	"
Moderator.....	Lansing .....	"



Besides the above magazines and journals, the Salt Lake papers and the county papers throughout Utah, and many local papers of the adjoining states are at the disposal of the students—the contributions for the most part, of the respective publishers.

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## LABORATORIES.

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Until further notice all work offered in Physics and Chemistry will be given in the laboratories named below.

**The Holt Laboratory of Physics.**—This laboratory is maintained by the Holt family, and is well supplied with apparatus for illustrating physical phenomena, and for determining general laws of physics. The equipment for the department of Electrical Engineering includes experimental dynamos and motors, primary and secondary batteries, ammeters, galvanometers, voltmeters, resistance coils, and arc and incandescent lamps. A special room in the Physical laboratory is set apart for experiments in electrical engineering, such as setting up dynamos and motors, measuring resistances, and work in photometry.

**The Magleby Laboratory of Chemistry.**—This Laboratory is maintained by the Magleby family. Ample facilities are here afforded for practical demonstration of the theories taught in the classroom. Apparatus has been provided for the elementary work, for qualitative and quantitative analysis—such as the technical examination and analysis of ores and minerals,—and for special work in Organic Chemistry.

**The Beckstead Laboratory of Mechanics.**—This Laboratory was founded and is maintained by the Beckstead family. It is at present supplied with tools and machinery for the simpler branches of woodwork. It has already become a popular workshop for students and promises great results in mechanical training. A department for work in iron is one of the additions contemplated in the near future.

**The Hinckley Laboratory of Natural Science.**—This Laboratory was founded by the Hinckley family during the last year.

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## MUSEUM.

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The Museum is rapidly becoming an important feature in the department of Natural Science. Excellent collections in Mineralogy, Geology, and Physical Geography, which are constantly being increased, are accessible to the students. Friends, patrons, and students of the institution are respectfully invited to make such donations and contributions to this department as their kindness and their ability will suggest. A record of such contributions will be kept in the archives of the Academy, and will be open for inspection at any time. In sending specimens state the name of the donor, the place where the specimen was found, and add such other facts as will be of interest to the student.

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## GYMNASIUM.

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Physical vigor is the basis of all moral and bodily welfare, and a chief condition of permanent health. The object of gymnasium work is to promote muscular exercise and recreation for students whose health might otherwise be impaired by too close application to study. The whole work is under the control of the Director of the Gymnasium. While work in this department is not compulsory, students are advised to select the course and thereby promote health. The aim is to correct bad habits in breathing and personal bearing, and special exercises are arranged for this purpose. No one system of physical culture will predominate, but such a selection of exercises will be made from the Swedish, the Delsarte, and the German methods, as will suit the needs of students electing the course. Separate classes are conducted for young men and young women, respectively, each under a well-trained instructor.



## SCHOOL SOCIETIES.

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### THE POLYSOPHICAL SOCIETY.

The Society was organized during the first semester of the second academic year, the purpose being to furnish opportunities for profitable recreation and to encourage public speaking on the part of the students. During the past two years, however, the Society has assumed more the character of a lecture bureau, aiming to bring before the students and patrons of the Academy the best available talent in the lecture and music field. The lecture calendar is made up early in the semester, and season tickets are sold to members at a nominal sum. The Society has proved to be one of the Academy's best aids to a general education.

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### THE PEDAGOGIUM.

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The Pedagogium is a Normal organization. It affords the students a practical opportunity of presenting their views and ideas on subjects considered in the class room. Presentation of subjects in lecture form is emphasized, the purpose being to prepare students for public speaking. Lectures by eminent educators are given on special subjects of interest to young teachers. Current events are presented at each session and questions bearing on pedagogical subjects are answered. Papers on live subjects are read and discussed by the society. Vocal and instrumental music, recitations, and readings form an interesting part of the program. The society is presided over by officers selected from among the students, but is under the direction of a member of the Faculty. The society meets bi-weekly.

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### THE LITERARY SOCIETY.

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This organization is primarily for the benefit of the classes in English, Elocution, and Literature, though membership is not confined to these classes. Its programs consist of the reading of the lighter

classics and plays, the delivery of original work in composition, and the holding of literary contests in stories, lectures, sermons, orations, and debates. The purpose is to cultivate the literary taste of students, and to furnish opportunity for acquiring facility in public speaking. It is essentially a students' organization, students preside over its meetings, and students, for the most part, furnish its programs. By the latest revision of the constitution and by-laws, a prominent feature in the future will be the promotion of inter-collegiate literary contests. The Society meets every Saturday night.

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### SONATASCHULEN.

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This is an organization of the more advanced students in music. Its purpose is to study classic selections. Membership, though not confined to the music department, is somewhat exclusive, the conditions of entrance being, among other things, an appreciation for, and an ability to understand, the classic authors. The society meets on Saturday afternoons.

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### PARENTS' CLASS.

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One of the greatest lines of the world's work lies here before us: the understanding of little children in order that they may be trained in the home life. Correctly understood it demands of parents the highest endeavor, the broadest culture, the most complete command of self, and the understanding of their resources and environment. Parents have responded so earnestly to the opportunity of investigating what Froebel has called the science of parenthood, that a course of work and study has been arranged so as to include some part of the kindergarten system which will aid them in understanding their children. These classes are organized for parents who feel their inability to do the highest work with children, who wish to develop the instinct implanted in the child at birth, who desire the help which the experience of other parents may bring. They are quite as valuable to primary teachers, Sunday school workers, and all others who wish to

be helpful to little children. These courses occupy one evening each week. This year meetings will be held every Wednesday evening.

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### FREE ART EXHIBIT.

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For one week, beginning Monday, September 15, and ending Monday, September 22, 1902, the Utah Art Institute will hold, in the Brigham Young Academy, its fourth annual exhibition of paintings, sculpture, silk [fabrics, decorative work, and artistic mechanism. Admission to this exhibition will be free. Exhibits may be sent to the Utah Art Institute, Salt Lake City, September 1-5, or to the B. Y. Academy, September 5-10. A number of valuable prizes are offered. For circular setting forth particulars, address Mrs. Edna W. Sloan, secretary, Salt Lake City.

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### LECTURE BUREAU.

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Under the auspices of the Parents' class and the various societies, the following lecturers have, during the year 1901-1902, appeared before the students on the subjects named:

President Joseph F. Smith, "Divine Aid in Domestic Government," September 25.

Miss Margaret Barry, Elecutinary recital, September 15.

Dr. G. H. Brimhall, "Parenthood," October 9.

Miss Maud May Babcock, recital: "Shakesperian Women," October 18.

Professor J. E. Hickman, "The Utah Pioneer," October 23.

Apostle M. F. Cowley, "The Church as a Child-Trainer," October 30.

Judge Theodore Botkin, "Character," November 6.

Dr. G. H. Brimhall, "The Prodigal Son," November 13.

Miss May Teasdel, "Art in the Home and School," November 27.

Dr. G. H. Brimhall, "The Hired Girl," December 4.

Director L. H. Murdock, "U. S. Weather Bureau," December 15.

Mrs. Susa Y. Gates, "Social Inconsistencies," December 18.

Professor George M. Marshall, "Literature for the Home," January 8.

Apostle A. O. Woodruff, "Industry in the Home," January 15.

Professor Caleb Tanner, "Yellow Stone Park," January 17.

President Angus M. Cannon, "The Latter-day Saint Father," January 22.

Professor Mills (of Kansas College Social Science), "The Coming Brotherhood," February 10.

Apostle Reed Smoot, "Street Education," February 12.

Superintendent A. C. Nelson, "Relationship of School and Home," February 19.

Colonel Copeland, "Snobs and Snobbery," February 23.

Apostle Anthon H. Lund, "Norwegian Home Culture," February 26.

Dr. G. H. Brimhall, "Mary the Mother of Jesus," March 5.

Mr. B. S. Young, "The Old Fashioned Woman," March 19.

Mr. George R. Wendling, "The Man of Galilee," April 26.

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## DOMESTIC ORGANIZATION.

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### GENERAL AIMS.

The disciplinary part of the Academy is placed as much as possible in the hands of the students with a view to developing in them the power of self-government. Obedience to the necessary rules and regulations is enjoined upon all, both in and out of school; but students are taught to yield obedience from a sense of duty and right. As soon as a student demonstrates his inability to govern and control himself, he is labored with by the Domestic officers (leading students) and by the Faculty. If, however, he persists in disobedience, and shows a lack of proper self control, he is suspended or expelled at the discretion of the authorities.

The Domestic organization is the disciplinary part of the Academy in and out of school. A Senior is appointed over each boarding house, whose duty it is to see that everything in that boarding house is in order; and should there be disorder and confusion, it is his duty to report immediately to the proper authorities. Domestic visitors are appointed whose duty it is to call upon the students at their boarding houses and aid the Seniors in their work. The duty of the Domestic officers is to see that students are properly cared for, have



proper facilities for study, and are pursuing with diligence and profit their respective studies; also that proper hours are kept, and no evil is tolerated among the student body.

It is plainly seen that the Domestic organization aims to duplicate the organization of the Church as much as possible. Its efficiency in giving necessary aid to every student and in taking care of and assisting students in their work has been satisfactorily demonstrated.

It is assumed that students will conduct themselves, under all circumstances, as ladies and gentlemen, and that they enter school for the sole purpose of getting an education. If students justify these assumptions by their conduct; if they pursue their studies with diligence; and if they show that they have come for the express purpose of getting an education—they will find everything in the organizations of the Academy to aid and assist them.

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### RULES AND REGULATIONS.

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The following rules and regulations are intended merely as a guide not as a complete code:

- 1.—All students are subject to the rules and regulations both in and out of school.
- 2.—Profanity and obscenity in every form are strictly forbidden.
- 3.—The use of strong drink and tobacco is not allowed.
- 4.—Students may not attend public or private parties not under control of responsible persons. It is recommended that students attend no parties not under the control of the Academy.
- 5.—Irregularity in habits, keeping late hours, having improper associates, and visiting places of questionable repute, are strictly forbidden.
- 6.—All students are expected to be diligent in their studies and regular in attendance at exercises and classes.
- 7.—Where two or more students reside in one house, one of them will be appointed Senior.
- 8.—No student can honorably discontinue attendance, except at the close of a semester, without obtaining from the President an honorable release.

9.—In case of injudicious expenditure of means, any student may be called to account by the President.

10.—Persons having complaints against students should report the same while such students are in attendance.

11.—Violation of any of the rules of the Academy lays the offender liable to suspension or expulsion.

12.—Students will be held responsible for the cost of any damage done by them to the property of the institution.



# THE COLLEGE.

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## GENERAL INFORMATION.

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### FEES AND EXPENSES.

Fees and tuition charges are payable in advance. To students entering the College from the High school, the only charge will be an annual expense fee of five dollars and a library fee of one dollar. To others there will be in addition a charge during the first year of \$15.00 for a Life-membership certificate in the course leading to the degree of Bachelor of Pedagogy, and of \$20.00 for a Life membership certificate in the course leading to the degree of Bachelor of Science. Degrees cost \$10.00 each. Laboratory fees are as follows: In Chemistry, per semester, \$3.00; in Physics, \$2.00; in Botany, \$2.00; in Zoology, \$1.50; in Woodwork, \$2.50.

### ENTRANCE REQUIREMENTS.

Entrance examination will not be technical but sufficiently searching to ascertain the candidate's ability to pursue profitably the course of instructions offered in the department he desires to enter. Students who have finished the first three years' work in the Normal courses of the High school will be admitted without further examination, for the courses leading to the degree of Bachelor of Pedagogy; those who have finished the first three years' work in the Science courses, may enter without further examination upon the courses leading to the degree of Bachelor of Science.

Students who have completed high school courses in any first-class high school, requiring three years' work of nine months each, or in any preparatory university school, may on presentation of certificate or diploma be admitted without examination; provided that for the course in Pedagogy they must have had work equal to our Psych-

ology A and B, and our Theory of Teaching A and B. (See High School); and for the courses in Science, they must have had work equal to five hours each in Physics, Physical Geography, Botany, Zoology, and Physiology.

### EXAMINATIONS.

Students entering on examination must pass satisfactorily in the following branches:

**English Language.**—A thorough analytical knowledge of English grammar and the elementary principles of rhetoric; ability to write a composition—narrative, descriptive, or expository—of not fewer than one thousand words, correct in orthography, sentential structure, and paragraphing; subject to be chosen by examiner from some department of information with which the student is familiar.

**English Literature.**—Familiarity with ten English and ten American classics, including their historical setting, according to Pancoast's "Introduction to English Literature," or an equivalent.

**Mathematics.**—(a) Algebra, fundamental rules. Fractions, Simple Equations, Involution, Evolution, Radicals, Quadratic Equations. (b) Geometry, Plane and Solid. Recommended: Wells' series in Algebra, and Plane and Solid Geometry.

**Botany.**—Practical exercises in the study of common plants so conducted as to gain the essential facts of vegetable morphology, physiology, and their relationship. Bergen's "Foundations of Botany" is recommended.

**Physics.**—An amount equal to that covered by Carhart and Chute's "High School Physics."

**Chemistry, Geology, Zoology, Physiography.**—Any three of these subjects may be presented. The work required will cover one semester, five hours a week. Recommended: Remsen's "Briefer Chemistry," Davenport's "Zoology," Brigham's "Geology," and Davis's "Physical Geography."

**History.**—(a) General History as presented by Myers, or an equivalent. (b) United States History, Channing's "Students' History" or an equivalent. (c) Civics, Fiske's "Civil Government" or an equivalent.

**French, German, Spanish.**—Any two of these subjects may be

offered. The examination will cover an equivalent of one year's work, five hours a week. Candidates must be able to read at sight easy prose and poetry, and translate from English into the foreign language, and from the foreign into the English language.

**Psychology and Theory of Teaching.**—Work in each equal to one semester, five hours a week. James' Psychology, briefer course. Putnam's Manual of Pedagogics. These courses are required only for students entering the course in Pedagogy.

NOTE.—Where a candidate is prepared in all subjects required save three, he may enter on condition. In one year, however, after entering, this condition must be worked off. The conditioned studies may be pursued in the High school.

## GRADUATION.

Students who have successfully completed the courses prescribed for College graduation will, upon recommendation of the President and two-thirds of the members of the Faculty, receive from the Board of Trustees the degree to which their courses lead. These degrees will not be conferred for faithful labor alone. Candidates must show ability to conduct independent investigation; to which end a thesis of not fewer than three thousand words, on a subject approved by the President, must be written and submitted to the Faculty. Theology or Ethics is a required study during every semester of attendance.

## COURSES LEADING TO DEGREES.

Two courses are offered in the Collegiate department leading to degrees. 'First, a course in Pedagogy leading to the degree of Bachelor of Pedagogy, (B. Pd.) Second, a course in Science and collateral branches leading to the degree of Bachelor of Science, (B. S.)

## BACHELOR OF PEDAGOGY.

To obtain the recommendation of the Faculty for the degree of Bachelor of Pedagogy, the student must have one hundred and thirty-six hours' credit, thirty hours of which must be in the courses of Psychology, Training, Theory of Teaching, and Pedagogy; the remainder are to be elected from the College courses by the advice

and suggestion of a member of the Faculty appointed to act as special advisory teacher for such student.

### BACHELOR OF SCIENCE.

To obtain the recommendation of the Faculty for the degree of Bachelor of Science, the student must have one hundred and thirty-six hours' credit, thirty hours of which must be elected from some one department, the remainder to be elected from collateral courses by the advice and suggestion of a member of the Faculty appointed as special advisory teacher for such student.

### SPECIAL COURSES.

The degree of Bachelor of Science in Mechanical, Electrical, Civil, and Mining engineering, respectively, is not offered during the year 1902-1903, though the work hitherto announced as leading to a degree in these courses is still offered.

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## EXPLANATION OF COURSES.

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In view of the fact that the fourth year of the High school and the first year of the College work are identical, the courses offered in the former are repeated here, and may be known by the fact that they are designated by letters. Students entering the College by diploma, for three years' work in other high schools, could get no credit by reason of having already passed these courses; and where students present for entrance, diplomas for four years' high school work, only one year's credit, or thirty-six hours, will be allowed on such courses.

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## DEPARTMENT OF THEOLOGY AND ETHICS.

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### THEOLOGY.

**G. Church History and Doctrine.** — Beginning with the apostasy from the Primitive church, the class will trace the events of history as a preparation for the Dispensation of the Fullness of Times. The Bible, Roberts' Ecclesiastical History, and Jenson's Church



Chronology will be used for reference. Three hours, first semester.—O. W. Andelin.

**H. Church History and Doctrine.**—The history of this Dispensation of the Gospel, as set forth in the publications of the Church, will be followed. Emphasis will be laid on the divine mission of Joseph Smith; on which subject, Pratt's "Was Joseph Smith Sent of God" will be read. Three hours, second semester.—O. W. Andelin.

**1. Principles of the Gospel.**—Considered philosophically. Theology, the Science of God, His being, His attributes, and His works. Lectures, discussions, essays, individual readings, and researches. Three hours, first semester.—N. L. Nelson.

**2. Principles of the Gospel.**—Philosophy underlying the Gospel ordinances and the general organization of the Church. Comparison of the doctrines of the Church of Jesus Christ of Latter-day Saints with those of other denominations. Three hours, second semester.—N. L. Nelson.

**3. Church Government.**—Historical development; organic structure; officers; powers, and functions. The Doctrine and Covenants is used as a text-book, supplemented by other standard works of the Church. Three hours, first semester.—Prof. Keeler.

**4. Church Government.**—Three hours, second semester.—Prof. Keeler.

**5. Seminary in Theology.**—Students will make original investigations, and write the results in the form of theses. To this end special arrangements are made whereby they have free access to the Academy's large theological library. Three hours, first semester.—Work directed by President Cluff.

**6. Seminary in Theology.**—Continuation of course 5. Three hours, second semester.—President Cluff.

## ETHICS.

**1. The Law of Obligation.**—This course deals with the theory or fundamental elements of morality; the relativity of good and bad; the law of conscience; and the supremacy of the will. Three hours, first semester.—Caleb Tanner.

**2. Ethical Philosophy.**—The evolution of moral ideals: God as the standard of ethical ideals; and the influence of such ideals upon the life of the individual, and upon the morality of the world. Lectures. Three hours, second semester.—Caleb Tanner.

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## DEPARTMENT OF ENGLISH.

### ENGLISH.

**G. Advanced Rhetoric.**—This is a course in the principles of invention. Special attention will be given to the preparation of lectures, sermons, theses, and essays. Genung's "Working Principles of Rhetoric," and Lewis's "Specimens of the Forms of Discourse." Two hours, first semester.—Professor Nelson.

**H. Advanced Rhetoric.**—Continuation of Course G. Special attention will be given to the principles of argumentation. Genung's "Working Principles of Rhetoric," and Lewis's "Specimens of the Forms of Discourse." Two hours, second semester.—Professor Nelson.

**1. Poetry.**—The course begins with a somewhat exhaustive study of Prosody and proceeds with the analytical study of famous poems. The aim is to realize the embellishments of Rhetoric in their native settings. Instruction and drill in effective reading for the home circle forms part of the course. Gummer's "Hand Book of Poetics" will be used as a text-book, supplemented by selections from the English Classic Series. Two hours, second semester.—Ass't-Prof. Reynolds.

**2. Oratory.**—Courses D and J of the High school or their equivalents required. This course aims to make effective public speakers. To this end constant drill is given in personal bearing, gesture, self-control, the cultivation of voice and nerve energy, and the delivery of original lectures, sermons, and orations; arranged especially to be taken in connection with English G. Fulton and Trueblood's "Practical Elocution." Three hours, first semester.—Professor Nelson.

**3. Oratory.**—Continuation of course 2. Taken in connection with English H. Three hours, first semester.—Professor Nelson.

**4. History of American Literature.**—This course follows the

plan of Painter's "Introduction to American Literature," and is supplemented by critical reading of American classics. Five hours, second semester.—Ass't-Prof. Reynolds.

**5. History of English Literature.**—This course follows the plan of Pancoast's "Representative English Literature," and is supplemented by critical reading of English classics. Five hours, first semester.—Ass't-Prof. Reynolds.

**6. History of English Literature.**—A continuation of 5. Five hours, first semester —Ass't-Prof. Reynolds.

**7. Chaucer.**—A study of Chaucer, including a consideration of the Middle English Literature and Chaucer's pronunciation. Five hours, first semester.—Miss Anna Pike.

**8. English Drama.**—This course is devoted to a study of the English drama; dramatic technique; and a critical study of the Shakesperean drama. Five hours, second semester.—Miss Anna Pike.

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## DEPARTMENT OF FOREIGN LANGUAGES.

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### GERMAN.

**C. Advanced.** —Practical Grammar. Bernhardt's "German Composition." Reading of following modern classics: "Aus Herz und Welt," "Die Journalisten," "Kleider Machen Leute," "Die Monate." Practice in writing stories and anecdotes from memory. Four hours, first semester.—Prof. Andelin.

**D. Continuation of C.**—Practice in oral composition by relating in class synopses of texts read at home. Reading of "Aus dem Leben eine's Taugenichts," "Frau Holde," "Soll und Haben." Four hours, second semester.—Prof. Andelin.

**1. German Composition.**—Drill in writing stories, anecdotes, etc., from memory. Reading of texts from Baumbach, Seidel, and Helene Stoekl. The object in these courses in German is to make students familiar with the spirit and genius of the language. Five hours, first semester.—Prof. Andelin.

**2. German Composition** —Composition work continued. Read-

ing and translation of German classics. Five hours, second semester.—Prof. Andelin.

**3. German Literature.**—Bernhardt's "Litteratur Geschichte" studied in connection with reading of masterpieces of principal authors. Comparison of style and diction. Five hours, first semester.—Prof. Andelin.

**4. German Classics.**—Reading of Goethe's Meisterwerke. Original composition and critical grammar. Five hours, second semester.—Prof. Andelin.

## FRENCH.

**C. Advanced.**—Kroeh's "French Course," second year. Easy composition. Reading of "La Mare au Diable," "Le Mari de Madame Solange." Four hours, first semester.—Prof. Andelin.

**D. Advanced.**—Continuation of C. Composition, conversation, and reading of Samartine's "Jeanne d 'Arc." Four hours, second semester.—Prof. Andelin.

## SPANISH.

**C. Modern Spanish Classics.**—Knapp's "Spanish Grammar." Introduction to the modern authors in Loiseaux's "Spanish Reader." Reading of the modern classics, "Valdes Jose," Carrion y Aza's "Zaragueta." Translation from the English and original composition. Four hours, first semester.—Elmer Hooks.

**D. Spanish Classics.**—Knapp's Spanish Grammar. Spanish classics. Fornes' "El Si de las Ninas," Cervantes' "El Cautivo," and Padre Isla's LeSage's "Gil Blas." Translation and original composition. Four hours, second semester.—Elmer Hooks.

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## DEPARTMENT OF ENGINEERING.

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### WOODWORK.

**1. Advanced Woodwork.**—Cabinet-building, theory in house-



finishing, harmony and proportion, plain stair-building, and a general line of the most practical exercises. Four hours' practice each week required. Hours of credit and work arranged with instructor. First and second semesters.—B. T. Higgs.

**2. Advanced Woodwork (continued).**—Theory of building from drawings, with practical illustration in roof building, in plain and complicated forms, and a general line of carpenter work. One year in draughting is required. Four hours' practice. Hours of credit and work arranged with instructor. First and second semesters.—B. T. Higgs.

**3. Pattern-making.**—Instruction in the making of patterns for castings. Hours arranged with the instructor.

## IRONWORK.

**1. Foundry Work.**—Practice will be given in moulding in sand, preparatory to running off heat. Pattern made by students will be moulded and cast, students assisting in all the steps. Not given during 1902-3.

**2. Forge Shop.**—Different steps of blacksmithing will be explained, and students will make many articles, such as chains, hooks, chisels, tongs, ladles, etc. Special stress placed upon the subject of tempering steel. Not given during 1902-3.

**3. Machine Shop.**—Practice will be given in the use of machines, in the construction of machinery. Students may, if they wish, build an engine, dynamo, or any other machine. Not given during 1902-3.

## DRAUGHTING.

**1. Mechanical Drawing.**—Use and care of instruments. Mounting of paper. Drawing of plane and geometrical figures. Practice in lettering. Drawing parts of simple machines. Required, Draughting A and B, and Geometry 1. Four hours, second semester.

**2. Machine Design.**—This course begins with the designing and drawing of the elementary parts of machines. Plan and elevation drawings. Methods of representing sections. Four hours, first semester.

**3. Machine Design.**—Continuation of 2. Blue prints. Tracing. Finishing drawings for the pattern shop. Required, Draughting 2. Four hours, second semester.

**4. Architectural Drawing.**—Study of the ancient and modern styles of architecture. Principles of perspective. Required, Draughting 1. Four hours, second semester.

**5. Architectural Drawing.**—Continuation of 4. Invention of design. Drawing of fences, out-buildings, plans of grounds, stores, bridges, dwellings, etc. Required, Draughting 4. Four hours, second semester.

## SURVEYING.

**1. Chain Surveying.**—Methods of triangulation, ranging outlines, overcoming obstacles, and mapping and plotting from data furnished by field work. The latter half of the semester is devoted to the use and care of instruments, and to the elements of topographical drawing. Methods of determining areas, recording field-notes, and establishing fixed lines. Trigonometry A is required. Five hours, first semester.—Prof. Tanner.

**2. Plane Surveying.**—Laying out and dividing land. Plane table surveying, government surveying, city surveying, legal aspect of government surveying, and leveling. The latter half of the semester is devoted to practical field work. Engineering 16 is required. Five hours, second semester.—Prof. Tanner.

**3. Railroad Surveying.**—Survey, location, and construction of railroads. The work will consist of operations in the field, plotting of field-notes, and making finished drawings of the field operations. Three hours, second semester.—Prof. Tanner.

**4. Topographical Surveying.**—Transit and Stadia. Plane table, field-work, and drawing. Three hours, second semester.—Prof. Tanner.

## DEPARTMENT OF MATHEMATICS.

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### ALGEBRA.

**D. Advanced.**—Continuation of C. Fisher & Swat's "Higher Algebra" completed. Required, Algebra C. Three hours, first semester.—W. F. Ward.

### TRIGONOMETRY.

**A. Plane and Spherical.**—Wells, "New Plane and Spherical Trigonometry" complete. Three hours, second semester.—W. F. Ward.

### GEOMETRY.

**1. Descriptive.**—Problems relating to the point, line, and plane. Surfaces of revolution. Intersection and development of solids. Shades and shadows. Three hours' recitation and two hours' drawing. Required Trigonometry A and preferably Mathematics 1. Five hours, second semester.—W. F. Ward.

### HIGHER MATHEMATICS.

**1. Analytic Geometry.**—Relations between equations and their loci. Construction of the straight line, transformation of coordinates, the circle, parabola, ellipse, hyperbola, equation of second degree, higher plane curves, and an introduction to solid analytics. Required, Trigonometry A. Tanner and Allen's text-book will be used. Five hours, second semester.—Prof. Partridge.

**2. Differential Calculus.**—Differentiation of elementary forms, expansion of functions, maxima and minima, tangents and normals, asymptotes, contact and curvature, curve tracing. Required, Mathematics 1. McMahon and Snyder's "Differential Calculus" will be used as a text. Five hours, first semester.—W. F. Ward.

**3. Integral Calculus.**—Relation between differentiation and integration, methods of integration, geometrical applications in finding areas, lengths of curves, volumes of solids, and an introduction to ordinary differential equations. Required, Mathematics 1. Murray's "Integral Calculus" will be used as a text. Five hours, second semester.—W. F. Ward.

**4. Quaternians.**—An elementary course as given in Hardy's "Elements of Quaternions." Three hours.—W. F. Ward.

**5. Theory of Equations.**—An advanced course, with Burnside and Panton's "Theory of Equations" used as a text. Required, Mathematics 3. Five hours.—W. F. Ward.

**6. Differential Equations.**—An elementary course in ordinary and partial differential equations. Murray's "Differential Equations" will be used as a text. Required, Mathematics 3, and preferably Mathematics 5. Five Hours.—Prof. Partridge.

**7. Solid Analytic Geometry.**—Aldis' "Solid Geometry" used as a text. Five hours.—Prof. Partridge.

**8. Projective Geometry.**—Covers the work included in Cremona's "Projective Geometry." Required, Mathematics 4. Three hours, first and second semesters.—Prof. Partridge.

**9. Advanced Conic Sections.**—Salmon's "Conic Sections" used as a text. Required, Mathematics 6. Three hours.—W. F. Ward.

**10. Advanced Differential Calculus.**—Todhunter's "Differential Calculus" used as a text. Required, Mathematics 8. Three hours.—W. F. Ward.

**11. Advanced Integral Calculus.** Todhunter's "Integral Calculus" used as a text, supplemented by lectures. Required, Mathematics 9. Five hours.—Prof. Partridge.

**12. Binary Quantics.**—Elliott's "Algebra of Quantics." Required, Mathematics 11. Five hours.—Prof. Partridge.

**13. Theory of Functions.**—Harkness and Morley's "Introduction to Analytic Functions." Five hours.—W. F. Ward.

**14. Theory of Numbers.** Portions of Matthews' "Theory of Numbers," with emphasis upon congruences and binary quadratic forms. Required, Mathematics 11. Five hours.—Prof. Partridge.

NOTE.—Applicants for Mathematics 4 to 14 inclusive may arrange time with instructor.



## DEPARTMENT OF SCIENCE.

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### GEOLOGY.

A. This course is divided into three subdivisions, viz., dynamical, structural, and historical. The course is designed to give a general knowledge of the subject. Brigham's Text Book of Geology will be used, which will be supplemented by readings from Le Conte, Dana, and reports from the Government Geological Survey. Field and laboratory work form an interesting part of the course. Physiography A and B are required. Five hours, second semester.—Prof. Hinckley.

**1. Economical Geology**, as applied to rock-forming minerals, materials of construction, building stones, relation of Geology to agriculture, health; metalliferous deposits, their geological position, etc. Written papers and laboratory work. Geology A and Chemistry A are required. Five hours, first semester.—Prof. Hinckley.

**2. Geological Biology**.—This course is open to all students who have completed Geology A or an equivalent. It is offered as an introduction to Paleontology. It will be carried on by means of lectures, readings, laboratory and field work. Special attention being given to a study of fossil forms, their life-history, and the evolution of our earth and its organisms. Williams' Geological Biology will be used as text. Botany A and Geology A, are required. Five hours, second semester.—Prof. Hinckley.

**3. Geology of Utah**.—With special reference to formation and economic products. This work will consist largely of careful research in the original monographs and geological reports of the United States Geological Survey. Field-work and individual collection. Five hours, first and second semesters.—Prof. Hinckley.

**4. Crystallography**.—The work concerns itself principally with an elementary discussion of the structure, form, and physical qualities of the common minerals. The laboratory work in this course will be based upon the collection of crystal models and natural crystals. Toward the close of the course chemical and determinative

Mineralogy will be introduced, while in the laboratory the student will be taught the various blowpipe tests for the determination of the common minerals. Two hours' recitation and two hours in laboratory. Three hours' credit, first semester.—Caleb Tanner.

**5. Mineralogy.**—Required, course 4, or equivalent. In this course the general character of the common mineral species as chemical compounds is considered, together with an account of their association and geographical distribution. The laboratory work consists of blow-pipe and other chemical tests, applied by students to known and undetermined materials. Three hours' recitation, four hours in laboratory. Five hours credit, second semester.—Caleb Tanner.

## BOTANY.

**A. Elementary.**—Study of types of the principal groups of plants, with lectures upon special morphology and classification. Experimental work and systematic Botany, followed by classification. Observation work, with note book and microscope, is insisted upon. For works of reference Bergen's "Foundations of Botany" is recommended; for analysis of pteridophyta and spermatophyta, Coulter's Manual of Rocky Mountain Botany. Five hours, second semester.—Prof. Hinckley.

**1. Plant Physiology.**—This course comprises the structure and functions of plants and their relation to environment. The course is conducted by means of readings, lectures, and laboratory work. Botany A is required. Five hours, first semester.—Prof. Hinckley.

## ORNITHOLOGY.

**1. Elementary.**—This course will include a study of the common birds of Utah with special reference to their relation to agriculture. Laboratory and field work. Zoology A is required. Three hours, second semester.—Prof. Hinckley.

## PHYSICS.

**1. College Physics.**—Mechanics, heat, and static electricity. Mathematical demonstrations of physical laws. A knowledge of

plane Trigonometry is indispensable. "General Physics" by Hasling and Beach. Five hours, first semester.—Prof. Hickman.

**2. College Physics.**—Electricity, magnetism, sound, and light. A continuation of course 1. "General Physics" by Hasling and Beach. Five hours, second semester.—Prof. Hickman.

**3. Laboratory Physics.**—Experiments in general Physics. Use of instruments of precision in determining fundamental laws. Austin and Thwing. Two hours, three times, first and second semesters.—Prof. Hickman.

**4. Electrical Measurements.**—Lectures and laboratory work. Measuring resistances, determining voltages and currents. Carhart and Patterson. Five hours, first semester.—Prof. Hickman.

**5. Electro-dynamic Machinery.**—Lectures and recitations. Theory of dynamos and motors. Testing for efficiency. Five hours, second semester.—Prof. Hickman.

**6. Electric Power Systems.**—A study of the arrangement and cost of different electric lighting and power systems. Testing arc and incandescent lamps for efficiency. Five hours, first semester.—Prof. Hickman.

**7. Statics.**—Composition and resolution of forces, moments, couples, conditions for equilibrium, centre of gravity, machines, friction work. Required, Trigonometry A and preferably Mathematics 3. Five hours, first semester.—Prof. Partridge.

**8. Dynamics.**—Velocity, acceleration, motion under gravity, the laws of motion, impulse, work, energy, projectiles, collision of elastic bodies, the hodograph and normal accelerations. Required, Physics 7. Loney's Statics and Dynamics will be used as a text. Five hours, second semester.—Prof. Partridge.

## CHEMISTRY.

**A. General Chemistry.**—Lectures and laboratory work. This is a study of the important facts and fundamental theories of Chemistry; the laws of chemical combinations; the writing of equations expressing chemical actions; and the solving of chemical problems. Remsen's "Briefer Course in Chemistry." Five hours, first and second semesters.—Prof. —————.

**1. Qualitative Analysis.**—Lectures and laboratory work. Qualitative determinations of bases and acid radicals. Analysis of unknown substances. Five hours, first and second semesters.—Prof.

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**2. Quantitative Analysis.**—Laboratory work. Quantitative determinations of the various elements contained in given substances. Five hours, first and second semesters.—Prof. \_\_\_\_\_

**3. Assaying.**—The treatment of ores of different metals. Determination of the value of gold, silver, and lead ores. Three hours, first and second semesters.—Prof. \_\_\_\_\_

**4. Organic Chemistry.**—Lectures and laboratory work. Five hours, first and second semesters.—Prof. \_\_\_\_\_.

**5. Chemical Philosophy.**—Lectures and recitations. Open to those who have had courses A and 2. Three hours, first and second semesters.—Prof. \_\_\_\_\_.

**6. Metallurgy.**—Consideration of the ores of the common metals. Practical methods now used in the extraction and refinement of the useful metals. Lectures and recitations. Required, Chemistry 2, 3, 4, and 5, and Geology A. Five hours, first and second semesters.—Prof. \_\_\_\_\_.

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## DEPARTMENT OF HISTORY AND SOCIOLOGY.

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### HISTORY.

**A. Colonial.**—Periods of discovery, exploration, and colonization. Territorial adjustments; revolutionary period; lectures, discussions, and original work by students on important topics. Channing's "Student's History of the United States," supplemented by standard historical works. Three hours, first semester.—Prof. Swenson.

**B. United States.**—Critical period and formation of the Constitution. Westward expansion; rise, development, and solution of the slavery question; the Civil war and Reconstruction. Method



of treatment and reference same as Course A. Three hours, second semester.—Prof. Swenson.

**C. European.**—Especially adapted to Normals who have not time to take the Collegiate courses. It deals with social customs and home life and thought, rather than with political movements. Greek and Roman mythology and myths, from an educational standpoint. Eastern nations are considered. Adam's European History, Part I. Two hours, first semester.—Prof. Swenson.

**D. European.**—The Middle Ages, influence of Mohammedanism. Teutonic and Romanic influences; Chivalry and Feudalism; the Crusades, and the Reformation, are treated. Adam's European History, Part II.—Two hours, second semester.—Prof. Swenson.

**1. Grecian History.**—Considers the political history, and the evolution of Grecian social and political ideas. Grecian art, philosophy, mythology, and literature emphasized. Lectures and discussions. Myer's History of Greece used as a text. Five hours, first semester.—Prof. Swenson.

**2. Roman History.**—The aim of this course is to afford a study of the social and political institutions of Rome, with emphasis on the political organization, law, literature, and art. Decline of the Empire and rise of the Church. Morey's "Outlines of Roman History." Five hours, second semester.—Prof. Swenson.

**3. Mediæval History.**—A general view of the Middle Ages. Considers the relations of the Christian church to the Pagan and Christian empires. Romanic and Saracenic influences on the Germanic civilization. Charles the Great and a theory of universal empire. Hildebrand and the theory of the universal church; the Feudal system, Crusades, and the origin of the modern nations of Europe. Fisher's "Mediæval Europe." Five hours, first semester.—Prof. Swenson.

**4. English History.**—Aims to trace the social, political, and commercial development. Colonial expansion and its relation to European and American history. Larned's "English History" used as a text. Five hours, second semester.—Prof. Swenson.

## SOCIOLOGY.

**1. General Principles.**—Historical origin of the various social systems that have appreciably affected the destiny of mankind intellectually, morally, or spiritually. Three hours, first semester.—Prof. Swenson.

**2. Modern Society.**—Special attention given to the forces now at work, moulding and shaping future social systems. Three hours, second semester.—Prof. Swenson.

## ELEMENTARY LAW.

**1. Course in Blackstone.**—A careful consideration of the fundamental principles of common law as treated by Blackstone and collateral authors. Designed especially for young men desirous of taking up the profession of law. Three hours, first semester.—Wm. E. Rydalch, Esq.

**2. Continuation of A.**—Three hours, second semester.—Wm. E. Rydalch, Esq.

## CONSTITUTIONAL HISTORY.

**1. Revolutionary Period.**—Formation of the Constitution, and early political history. Five hours, first semester.—R. A. Anderson, Esq.

**2. Reconstruction Period.**—States' rights, secession, and later political history. Five hours, second semester.—R. A. Anderson, Esq.

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## DEPARTMENT OF PEDAGOGY.

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### THEORY OF TEACHING.

**C. Methods.**—Review of subjects taught in public schools; each in accordance with the most advanced educational principles and practices. Methods and devices emphasized from a psychological point of view. Four hours, first semester.—Prof. Ella Larson.

**D. School Supervision.**—The art of grading and arranging courses of study. Examination of teachers. Teacher's institutes.

Educational economy. School laws. Lectures, discussions, and essays, supplemented with readings from reports of the Educational Bureau, the N. E. A., and current magazines. Four hours, second semester.—Prof. Brimhall.

### TRAINING.

**A. Class Work.**—This course is taken in connection with course C in Theory of Teaching, which lays the necessary foundation in methods. Students will prepare plans for recitation, subject to the criticism of the supervisor, will act as observer one hour each day, and will teach a class one hour each day, under the observation of a critic teacher and the training supervisor. Subsequently they will meet in critic class, to discuss the failures and successes of the day. Four hours, first semester.—Prof. Ella Larson.

**B. Departmental Supervision.**—In this course much of the work in course A will be continued, varied by subject matter and grades. In addition the student will be given opportunity to correlate and control the work of an entire grade. Course D in Theory of Teaching, which considers school supervision, and which will be taken in connection with this course, will furnish the necessary data. Four hours, second semester.—Prof. Ella Larson.

### PEDAGOGICS.

**1. History of Pedagogy.**—Lectures and reading of pedagogical literature. Brief outline of education among Oriental nations. Principles of Pedagogy down to the Reformation. Text-book, Compayre's "History of Pedagogy." Students are required to prepare and present four essays on special topics. Requirement for this course: History C and D. Three hours, first semester.—Prof. Hickman.

**2. History of Pedagogy.**—Taking up in detail the theories and practices from the Reformation down to the present time. Educational systems of France, Germany, England, United States, and Utah. Each student will be required to write and deliver a lecture on some leading topic of this course. Requirement: Pedagogics 1. Three hours, second semester.—Prof. Hickman.

**3. Philosophy of Education.**—This is an advanced course in

Pedagogics. Designed for those who are pursuing special studies in education. Lectures, supplemented by reading. Rosenkranz, Tate, and Spencer. Two hours, first semester.—Prof. Brimhall.

4. **Philosophy of Education.**—Continuation of 3. Lectures, discussions, and essays. Texts: Herbart's "Science of Education," Hinsdale's "Art of Study." Lessons from Kellogg's "Educational Foundations." Two hours, second semester.—Prof. Brimhall.

### PSYCHOLOGY.

1. **Advanced.**—This course is intended to acquaint the student with the results of modern research and investigation into psychological problems. Lectures and supplementary readings. James' and Ladd's Psychologies, and Ribot's German Psychology of today. Psychology A and B are required. Two hours, first semester.—Prof. Hickman.

2. **Advanced.**—Continuation of 1. Psychology of the curriculum. Two hours, second semester.—Prof. Hickman.



# THE COMMERCIAL SCHOOL.

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## GENERAL INFORMATION.

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### FEES AND EXPENSES.

**Note.**—All fees and tuition are payable in advance.

**Tuition.**—First year, \$45.00; every succeeding year, \$15.00; for first semester only, \$23.00; for second semester only, \$27.00. The above tuition entitles the student to any of the commercial studies except Telegraphy; also any of the courses in the High school, Normal school, or College.

**Special Courses.**—Bookkeeping, per semester, \$12.00; Shorthand, \$10.00; Typewriting, \$10.00; Shorthand and Typewriting, \$15.00; Telegraphy, first semester, \$8.00; Telegraphy, second semester, \$10.00; Telegraphy, third semester, \$15.00. All other studies at the rate of \$6.00 per semester for a five hour course.

**Fees.**—An annual library fee of \$1.00 is charged all students on entering. Graduation papers: Degree, \$10.00; Diploma, \$5.00; Special certificates, \$1.00.

**Board and Rooms.**—Board ranges in price from \$2.50 to \$3.50 per week. Many students prefer to rent rooms and board themselves, thus greatly reducing their expenses. The rent of rooms ranges from \$2.00 to \$4.00 per month.

### ENTRANCE REQUIREMENTS.

Students may enter at any time, though it is better to commence at the beginning of the school year, or with the beginning of the second semester. Applicants for admission must be at least fourteen

years of age, and when not admitted on certificate, must pass examination in the following branches:

**Arithmetic.**—Fundamental principles; Simple numbers; Fractions (compound and decimal); Percentage and Interest. "Essentials," second book, or an equivalent.

**Grammar.**—Parts of speech, their uses and relations in connected discourse. Ability to analyze simple, complex, and compound sentences. A short composition may be required.

**Geography.**—Position, boundaries, coast lines, and chief ranges and rivers of grand divisions; principal cities of the world and the geography of the United States. Frye's complete Geography or an equivalent.

**Reading.**—Ability to read ordinary prose.

**Spelling and Punctuation.**—Ability to spell common English words and punctuate the simpler forms of sentences.

**Penmanship.**—Ability to write a free, legible hand. Specimens of penmanship will be required.

**Note.**—Candidates failing in no more than two of the above subjects will be permitted to enter with conditions. These conditions must be worked off before the opening of the next school year after entrance. Candidates who have completed the eighth grade work in any approved school may be admitted without examination on presentation of their certificates.

## ROOMS AND EQUIPMENTS.

This year the Commercial school will have at its disposal all of the second floor of the main building, nearly half an acre of floor space, besides other class rooms. The Counting room is fitted with two elegant banks and a large number of offices. The Shorthand and Typewriting departments are also up to the full requirements of a modern commercial school. The Telegraphy department has been greatly enlarged to meet the demand of increasing numbers of students. In fact the equipment of each department with its various class rooms is complete, and it may be said in all candor that prospective students will find no better accommodations anywhere in the State.

### CHOICE ENVIRONMENT.

A strong moral and spiritual character is prized by all men. He who possesses it has a capital with which to begin business. The social side of man must also be developed. To be able to mingle freely with one's fellows and feel at ease is something greatly to be desired.

If there is any one feature above another that characterizes the Academy, it is the training given the youth along these lines. Even those not of the Latter-day Saint faith recognize the value of the moral and social influence prevailing here. Few young men and young women can come within the pale of this institution for any considerable length of time without being better equipped and made stronger for the battle of life. Parents may rest assured that the conduct of their sons and daughters will be carefully noted and proper counsel given when necessary.

### GOVERNMENT AND DISCIPLINE.

The disciplinary part of the Commercial school is placed as much as possible in the hands of the students, with the view of developing in them the power of self-government. Obedience to the necessary rules and regulations is enjoined upon all, both in and out of school; but students are taught to yield obedience from a sense of duty and right. As soon as the student demonstrates his inability to govern and control himself, the Faculty comes to his assistance.

### GRADUATION.

Students who have successfully completed the studies of the four years' business course will upon the recommendation of the principal and a two-thirds vote of the faculty, receive from the Board of Trustees, the degree of Master of Accounts, (M. Ac.) Upon the satisfactory completion of any one of the brief courses, students may receive a Diploma; and upon the satisfactory completion of any one of the special courses they may receive a Certificate.

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### COURSES OF STUDY.

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Courses of study have been arranged to meet the demands of the

various classes of students who enter business colleges. There are some not prepared to take a four years' course, and, therefore, studies have been grouped so that these may have a larger range of choice.

1. A general four years' Commercial course, embracing nineteen different subjects, exclusive of electives. One hundred and forty-four hours' credit required for graduation.

2. A brief course in Bookkeeping, embracing ten subjects, exclusive of electives. Seventy-two hours' credit required for graduation.

3. A special course in Bookkeeping and Arithmetic. Forty hours' credit required for graduation.

4. A brief course in Shorthand and Typewriting, embracing ten subjects, exclusive of electives. Seventy-two hours' credit required for graduation.

5. A special course in Shorthand and Typewriting. Thirty hours' credit required for graduation. (This course is designed for second year students.)

6. A brief course in Telegraphy, embracing six subjects, exclusive of electives. Fifty-four hours' credit required for graduation.

7. A special course in Telegraphy and Typewriting.

## FOUR YEARS' BUSINESS COURSE.

### FIRST YEAR.

<i>First Semester.</i>	<i>Hrs.</i>	<i>Second Semester.</i>	<i>Hrs.</i>
Theology a (Book of Mormon)..	3	Theology b (Book of Mormon)..	3
Commercial Arithmetic a, or	5	Commercial Arithmetic b, or	5
Commercial Arithmetic a2...	4	Commercial Arithmetic b2...	4
English a (Minor Classics).....	5	English b (Grammar).....	5
Bookkeeping a.....	5	Bookkeeping b.....	5
Penmanship a.....	2	Spelling a.....	2

### SECOND YEAR.

Theology c (Life of Christ).....	3	Theology d (Apostolic Age).....	3
English c (Rhetoric).....	5	English d (Rhetoric).....	5
Algebra a, or.....	5	Business Correspondence a.....	5
Commercial Arithmetic c2...	2	Bookkeeping d.....	5
Bookkeeping c.....	5	Typewriting a.....	2
Penmanship b .....	2		



## THIRD YEAR.

<i>First Semester.</i>	<i>Hrs.</i>	<i>Second Semester.</i>	<i>Hrs.</i>
Theology e (Old Testament).....	3	Theology f (Old Testament)....	3
English e (Classics).....	3	English f (Classics).....	3
Shorthand a.....	5	Shorthand b.....	5
Geometry a.....	3	Civics b (Civil Government).....	2
Civics a (Civil Government)....	2	Law c (Parliamentary).....	1
Commercial Geography a.....	4	Elective.....	6

## FOURTH YEAR.

Theology g (Hist. and Doc.).....	3	Theology h (Hist. and Doc.).....	3
English g (Adv. Rhetoric).....	2	English h (Adv. Rhetoric).....	2
Physical Geography A.....	3	Physical Geography B.....	3
History a (Colonial).....	3	Law b (Commercial Law).....	3
Economics a .....	3	Economics b.....	3
Law a (Commercial Law).....	2	Elective.....	7
Law d (General Law).....	2		
Elective .....	2		

## BRIEF COURSE IN BOOKKEEPING.

## FIRST YEAR.

<i>First Semester</i>	<i>Hrs.</i>	<i>Second Semester.</i>	<i>Hrs.</i>
Theology a (Book of Mormon)..	3	Theology b (Book of Mormon)..	3
Bookkeeping a.....	5	Bookkeeping b.....	5
Commercial Arithmetic a.....	5	Commercial Arithmetic b.....	5
Penmanship a.....	2	Spelling a.....	2
English a (Minor Classics).....	5	English b (Grammar).....	5

## SECOND YEAR.

Theology c (Life of Christ).....	3	Theology d (Apostolic Age).....	3
Bookkeeping c.....	5	Bookkeeping d.....	5
Civics a (Civil Government)....	2	Civics b (Civil Government)....	2
Economics a.....	3	Economics b.....	3
Law a (Commercial Law).....	2	Law b (Commercial Law).....	2
Elective .....	5	Business Correspondence a.....	5

**SPECIAL COURSE IN BOOKKEEPING AND ARITHMETIC.****FIRST YEAR.**

<i>First Semester.</i>	<i>Hrs.</i>	<i>Second Semester.</i>	<i>Hrs</i>
Theology a (Book of Mormon)...	3	Theology b (Book of Mormon)..	3
Penmanship a.....	2	Commercial Arithmetic b.....	5
Commercial Arithmetic a.....	5	Commercial Arithmetic c.....	2
Bookkeeping a.....	5	Bookkeeping c.....	5
Bookkeeping b.....	5	Bookkeeping d.....	5

**BRIEF COURSE IN SHORTHAND AND TYPEWRITING.****FIRST YEAR.**

<i>First Semester.</i>	<i>Hrs.</i>	<i>Second Semester.</i>	<i>Hrs.</i>
Theology a (Book of Mormon)...	3	Theology b (Book of Mormon)...	3
Shorthand a.....	5	Shorthand b.....	5
English a (Minor Classics).....	5	English b (Grammar).....	5
Penmanship a.....	2	Law c (Parliamentary).....	1
History a (Colonial).....	3	Spelling a.....	2
Typewriting a.....	2	Typewriting b.....	2
		Elective.....	2

**SECOND YEAR.**

Theology c (Life of Christ).....	3	Theology d (Apostolic Age).....	3
Shorthand c.....	5	Business Correspondence a.....	5
Bookkeeping a.....	5	Civics b (Civil Government)...	2
Law a (Commercial Law).....	2	Law b (Commercial Law).....	2
Economics a .....	3	Economics b.....	3
Civics a (Civil Government) ....	2	Elective.....	5

**SPECIAL COURSE IN SHORTHAND AND TYPEWRITING**

<i>First Semester.</i>	<i>Hrs.</i>	<i>Second Semester.</i>	<i>Hrs.</i>
Theology c (Life of Christ).....	3	Theology b (Apostolic Age).....	3
Shorthand a.....	5	Shorthand b.....	5
English c (Rhetoric).....	5	Typewriting b.....	2
Typewriting a.....	2	Business Correspondence a.....	5

NOTE.—Second year students only will be permitted to elect this course.

## BRIEF COURSE IN TELEGRAPHY.

## FIRST YEAR.

<i>First Semester.</i>	<i>Hrs.</i>	<i>Second Semester.</i>	<i>Hrs</i>
Theology a (Book of (Mormon)..	3	Theology b (Book of Mormon)..	3
Telegraphy a.....	5	Telegraphy b.....	5
Typewriting a.....	3	Typewriting b.....	2
Penmanship a.....	2	Penmanship b.....	2
English a (Minor Classics).....	5	Spelling a.....	2
Elective .....	3	Business Correspondence a.....	5

## SECOND YEAR.

<i>First Semester.</i>	<i>Hrs.</i>
Theology c (Life of Christ).....	3
Telegraphy c.....	5
English b (Grammar).....	5
Elective.....	7

## EXPLANATION OF COURSES.

## THEOLOGY.

**A. Book of Mormon.**—History of its coming forth and relationship of the various books composing it. Students will read first half, including Book of Ether. Reynolds' "Story of the Book of Mormon" may be used for reference. Three hours, first semester.—First section, President Cluff; second section, J. E. Hickman; third section, E. D. Partridge; fourth section, F. G. Warnick; fifth section, W. F. Ward; sixth section, E. H. Holt.

**B. Book of Mormon.**—External evidences of its divine authenticity. The doctrinal aspects of its teachings will be especially dwelt upon. Students will read second half and re-read didactic portions of the book. Orson Pratt's "Divine Authenticity of the Book of Mormon" will also be read. Three hours, second semester. Same teachers as in Course A.

**C. Life of Christ.**—The story of Christ's life will be followed as developed in the four Gospels, which students will be required to

read. Special emphasis will be given to the principles He taught. Farrar's "Life of Christ" may be read for reference. Three hours, first semester.—First section, E. S. Hinckley; second section, J. C. Swenson; third section, Alice Reynolds.

**D. Apostolic Age.**—The lives and missionary work of the Apostles as set forth in the New Testament will be taken up. Students will read the Acts, the Epistles, and Revelations. Three hours, second semester. Same teachers as in Course C.

**E. Old Testament.**—Historical relationship of the Books in the Old Testament. Students will read the narrative portions of the text including Kings, Chronicles, Samuel, Job, and Esther. Teacher will set forth the divine authenticity of the book. Three hours, first semester.—Caleb Tanner.

**F. Old Testament.**—Students will read the poetic, didactic, and prophetic books of the Old Testament. Special emphasis will be placed on those prophecies which have their fulfillment in our day. Three hours, second semester.—Caleb Tanner.

**G. Church History and Doctrine.**—Beginning with the apostasy from the Primitive church, the class will trace the events of history as a preparation for the Dispensation of the Fullness of Times. The Bible, Roberts' Ecclesiastical History, and Jenson's Church Chronology will be used for reference. Three hours, first semester.—O. W. Andelin.

**H. Church History and Doctrine.**—The history of this Dispensation of the Gospel, as set forth in the publications of the Church, will be followed. Special emphasis will be laid upon the divine mission of Joseph Smith; on which subject, Orson Pratt's "Was Joseph Smith Sent of God?" will be read. Three hours, second semester.—O. W. Andelin.

### BOOKKEEPING.

Students with no previous preparation are first assigned work in the Theory department. This consists of lectures on the Science of Accounts with practical illustrations and the Budget system of Book-keeping. The student next learns to "keep books" in double and



single entry by a variety of methods, designed to illustrate various labor-saving journals and devices; and to explain wholesale, retail, and commission business, etc. Along with this work he is required to make out invoices of goods, statements, balance sheets, and to draw up notes, drafts, and checks, according to legal and approved forms.

**A. Budgets a and b, Part I.**—This study takes up commercial forms and business principles. The work is largely practical; i. e., making out business papers, opening, posting, and closing books, etc. Lectures and work in Sadler-Rowe's Office Practice and Budget a and b, Part I. Five hours, first and second semesters.—Prof. Keeler.

**B. Budget b, Part II,** including corporation bookkeeping and single entry. Five hours, first and second semesters.—Prof. Keeler and Thos. W. Smith.

**C. Business Practice.**—Here actual business is carried on. The capital invested is Commercial school currency. Buying and selling in the strictest sense becomes, therefore, an every-day experience of the student. He rents places of business and makes out the leases; buys real estate and makes out deeds; pays freight and express charges for goods received over the Commercial students' railway; makes out invoices of goods sold, and draws up notes for things bought on time; deposits money; in fact he does business in a natural and sensible way, just as it is done every day. Also a brief course in Bookkeeping for manufacturing, and theoretical banking. Five hours, first and second semesters.—F. G. Warnick.

**D. Banking and Expert Bookkeeping.**—Here the student takes his turn in the various business offices and banks. At one time he is wholesaling goods; at another he is in the real estate business; then he is freight agent, and so he occupies positions which develop skill and ability and give valuable experience. Students of schools outside of Provo do business by mail with the students in this course. This course also embraces a very extensive study in the theory and practice of banking; with lectures on the organization of banks and other corporations. Auditing accounts, putting in order books out of balance, and straightening old accounts, also form a part of this course. Five hours, first and second semesters.—F. G. Warnick.

**COMMERCIAL ARITHMETIC.**

This study is all that its name implies—arithmetic for business men. Many students on entering the Commercial school need a little “brushing up” before they are able to enter upon this subject. These will find proper places in some of the many arithmetic classes taught daily in other departments.

**A. Commercial Arithmetic.**—From page 1 to 193 Sadler's Commercial Arithmetic. (Business College edition.) Special attention is given to the applications of percentage and practice in rapid calculations. Five hours, first and second semesters.—F. G. Warnick.

**B. Continuation of A.**—Page 193 to end of book. The aim is to give such daily drills in rapid calculation and short methods as will enable students to solve quickly the problems they will meet in daily transactions. Special attention is given to interest, true discount, bank discount, commercial paper, partial payments, stocks and bonds, averaging accounts, and partnership settlements. Five hours, first and second semesters.—F. G. Warnick.

**C. Rapid Calculation.**—Daily drill in rapid, accurate adding. Short methods in subtraction, multiplication, and division. Quick mental operations in fractions, per centage, interest, profit and loss. Drill on rapid written and mental commercial calculations.—Two hours, second semester.—F. G. Warnick.

NOTE.—For students who are somewhat backward, and who have not had a thorough course in Arithmetic in the public schools, three courses are offered which cover the same ground as courses A and B. These courses are designated in the tabulated list of studies as A2, B2, C2. Ten hours' credit is given for the three courses.

**ALGEBRA.**

**A. Elementary.**—This course is designed for beginners and will include a careful consideration of the subjects treated in Wells' “Essentials of Algebra,” to page 138. Five hours, first and second semesters. First section, Prof. Partridge; second section, W. F. Ward.

**GEOMETRY.**

**A. Plane.**—First and Second Books of Wells' “Essentials of Plane

Geometry." Required, Algebra A. Three hours, first semester.—Prof. Partridge.

## LAW.

Every man should be his own lawyer—more for the purpose of keeping out of difficulty, than of getting out when in. The student is made acquainted with those features of law that every business man should understand. It should not be understood, however, that this study embraces the whole realm of law, but only such subjects as are most important to business men.

**A. Commercial Law.**—Lectures supplemented by text-book. This study embraces the subjects of contracts, agency, partnerships, corporations, guaranty, sale of goods, commercial paper, real estate, etc. Sadler-Rowe's Commercial Law. Two hours, first semester.—Prof. Keeler.

**B. Commercial Law.**—Continuation of A. Two hours, second semester.—Prof. Keeler.

**C. Parliamentary Law.**—Rules governing the proceedings of legislative bodies, societies, and public gatherings. One hour, second semester.—Prof. Keeler.

**D. General Law.**—Lectures on the manner of passing laws, proceedings in courts, etc. Two hours, first and second semesters.—Judge John E. Booth.

## CIVICS.

**A. Civil Government.**—The making of the American government, the state government, and the national government. Two hours, first semester.—Prof. Keeler.

**B. Civil Government.**—Continuation of A. Two hours, second semester.—Prof. Keeler.

## HISTORY.

**A. Colonial.**—Periods of discovery, exploration, and colonization. Territorial adjustments; revolutionary period; lectures, discussions, and original work by students on important topics. Channing's "Stu-

dent's History of the United States," supplemented by standard historical works. Three hours, first semester.—Prof. Swenson.

### COMMERCIAL GEOGRAPHY.

**A. Commercial Geography.**—Lectures on commerce, supplemented by Macfarlane's "Commercial and Industrial Geography." Four hours, first semester.—Prof. Swenson.

### PHYSICAL GEOGRAPHY.

**A. Land Surfaces.**—This course is introductory to the study of the natural sciences. The material of the course is included under the following subjects: The Earth: its form, size, and density. Terrestrial magnetism. Three hours, first semester.—Prof. Tanner.

**B. Water Surfaces.**—Continuation of A. Distribution of water surfaces. The ocean: area, depth, composition, temperature, waves, currents, and tides. Three hours, second semester.—Prof. Tanner.

### PENMANSHIP.

A neat, legible, rapid handwriting is demanded now-a-days, and the student is offered every opportunity for acquiring it.

**A. Business Penmanship.**—Thorough training in position, form, movement, and speed. Movement and speed are emphasized until a neat, legible, rapid style of business writing is acquired. Five hours, (two hours' credit) first and second semesters.—Earl J. Glade.

**B. Business Penmanship.**—Continuation of A. Five hours, (two hours' credit) first semester.—Earl J. Glade.

### ECONOMICS.

**A. Economics.**—Economics of the family, of the village, of the city, and of the nation. This course covers the subject as outlined in Bullock's "Introduction to the study of Economics." Three hours, first semester.—Prof. Swenson.

**B. Economics.**—Continuation of A. Three hours, second semester.—Prof. Swenson.

### CORRESPONDENCE.

To write a business letter and say just what should be said with-



out unnecessary words, and have it free from errors in form and composition is an accomplishment which few possess. It is demonstrated, however, that those who take this course in correspondence soon develop a remarkable ability for letter-writing. This branch is most important; for young people must learn sooner or later that to save time in business correspondence is one of the means to acquire wealth and lengthen life.

**A. Business Correspondence.**—The art of business and social correspondence from the best models. "English Correspondence" will be used as a text. Five hours, second semester.—Prof. Holt.

### SPELLING.

Few people spell well. English orthography is difficult to memorize, hence the need of thorough drill and practice.

**A. Commercial Spelling.**—The New Method Speller. Five hours, (two hours' credit) second semester.—Geo. M. Cope.

### ENGLISH.

The courses in English have been laid out after a careful study of the needs of the young people in the inter-mountain region. They aim, first of all, to supplant the crudities in expression so prevalent in western communities, by simple and direct but pure English. They are next designed to develop literary taste, and the taste for literature, or a feeling of companionship for books. Special emphasis is given to oral composition work, and to this end methods of recitation prevail which give the students the floor as much as possible.

**A. Minor Classics.**—In this course several important purposes are to be subserved. In the first place the student is to be made acquainted with some of the simplest but most beautiful of the American classics. In the second place, he is to be taught to read intelligibly; and as intelligible reading is mainly a question of clear interpretation of thought, the second purpose is directly in line with the first. Then, two days a week are to be devoted to spelling and punctuation, subject matter for which is also to be taken from the classics studied. As will be seen, the general aim is to lay a founda-

tion in literature on which to build the courses in English which are to follow. The text followed will be "Masterpieces of American Literature." Five hours, first and second semesters.—First section, Prof. Nelson; second section, Ass't-Prof. Reynolds; third section, Miss Pike.

**B. English Grammar.**—Experience has demonstrated that the grammar course of the grades is insufficient as a basis for higher work in English, hence the offering of this course. Special attention is given to the diagraming of sentences, it being a demonstrated fact that without the practice in analysis given by such a method students are unable to correct their habits of faulty English by any other guide than what sounds right, which is practically no guide at all. Buehler's "Modern Grammar" and Strang's "Exercises in English" first half. Five hours, first and second semesters. First section, Prof. Nelson; second section, Orin Jarvis.

**C. Outlines of Rhetoric.**—Course C is required. A thorough course in diction forms the subject matter of this course. Genung's "Outlines of Rhetoric." Original narratives and descriptions. Five hours a week additional given by the teacher to individual criticism of compositions. Students will read in connection with this course the "Vicar of Wakefield," the "Ancient Mariner," and the "Merchant of Venice" (Ginn & Co.) Five hours, first semester.—Prof. Nelson.

**D. Outlines of Rhetoric.**—Course C is required. The rhetorical elements of the sentence are considered in this course. Scott and Denny's "Elementary Composition," and Strang's "Exercises in English," second half. Narrative and descriptive writing continues to be the basis of composition work as in C. Oral and written composition alternate weekly. Two hours per week given to individual criticism of compositions. Students will read in connection with this course Irving's "Sketch Book," Burns' "Representative Poems," and "Macbeth" (Ginn & Co.). Five hours, second semester.—Prof. Nelson and Miss Pike.

**E. English Classics.**—This course is devoted to a critical study of British and American Classics, to be chosen by the teacher during the progress of the historical narrative of the works involved. A paper will be required each semester on some subject suggested

by the student. This course is recommended to students expecting to enter college. To be read by students: Pancoast's "Introduction to English Literature." English C and D are required. Three hours, first semester.—Ass't-Prof. Reynolds.

**F. English Classics.**—This course is a continuation of English E. Same texts and methods. Three hours, second semester.—Ass't-Prof. Reynolds.

**G. Advanced Rhetoric.**—This is a course in the principles of invention. Special attention will be given to the preparation of lectures, sermons, theses, and essays. Genung's "Working Principles of Rhetoric," and Lewis's "Specimens of the Forms of Discourse." Two hours, first semester.—Professor Nelson.

**H. Advanced Rhetoric.**—Continuation of Course G. Special attention will be given to the principles of argumentation. Genung's "Working Principles of Rhetoric," and Lewis's "Specimens of the Forms of Discourse." Two hours, second semester.—Professor Nelson.

### SHORTHAND.

The value of Shorthand is universally recognized. Business men have learned that there is a better and easier way to conduct correspondence than by the tedious pen process. They have discovered that correspondence which formerly consumed the day may now be disposed of in a few minutes. This has opened the way for the professional amanuensis, and has provided an army of young people with remunerative employment. The demand is great and is steadily growing.

**A. Corresponding Style.**—The principles of Phonography, as given in Pitman and Howard's "Manual of Phonography," supplemented by reading from the Phonographic Magazine. Five hours, first and second semesters.—Prof. Holt and Sarah E. Preston.

**B. Reporting Style.**—Reporting exercises, logograms, and phraseographs from the Reporter's Companion. Practice in letter-writing from the Universal Dictation Course. Five hours, first and second semesters.—Prof. Holt and Sarah E. Preston.

**C. Dictation.**—Practice in taking dictation of unfamiliar matter consisting of business letters, discourses, and court proceedings. Five hours, first and second semesters.—Prof. Holt and Sarah E. Preston.

### TYPEWRITING.

**A. Elementary.**—Learning of the key-board, and the care and use of the different parts of the machine. Practice exercises consists of words, sentences, business letters, and commercial forms. Ten hours practice (two hours' credit), first and second semesters.—Alice Young and Sarah E. Preston.

**B.**—Transcribing of shorthand notes, speed exercises, and writing from dictation. Ten hours' practice (two hours' credit), first and second semesters.—Alice Young and Sarah E. Preston.

### TELEGRAPHY.

**A. Elementary** —Learning the alphabet. Practice in receiving and sending. Lectures will be given on the mechanism and use of instruments and the construction and testing of lines. Five hours, first and second semesters.—Emma S. Simons.

**B. Office Practice.**—Sending and receiving telegrams, etc. Five hours, second semester.—Emma S. Simons.

**C. Finishing Course.**—Arranged especially for those who wish to follow this line of work. Practice in receiving messages rapidly and copying same upon the typewriter. Five hours, first and second semesters.—Emma S. Simons.



# NORMAL AND HIGH SCHOOL.

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## GENERAL INFORMATION.

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### FEES AND EXPENSES.

All fees and tuition are payable in advance. A Life membership certificate to the General course or the Science course of the High school costs \$20.00; to the Normal course, \$15.00. This entitles the student to as many years' instruction as he desires, with no other cost than an annual expense fee of \$5.00 and a library fee of \$1.00. Students not taking out Life membership certificates are charged at the rate of \$6.00 a semester for each five-hour study. Courses in Theology are free. Tuition by the week is \$1.25.

The special fees are as follows: Band and orchestral music, \$3.00 a semester or \$5.00 a year. Laboratory fees for each semester: in Chemistry, \$3.00; in Physics, \$2.00; in Wood-work, \$2.50; in Botany, \$2.00; in Zoology, \$1.50. Special certificates cost \$1.00; Diplomas, \$5.00.

### ADMISSION.

The High school is open to students of both sexes and of any religious denomination or nationality. When not known by members of the Faculty, candidates for admission must present satisfactory evidence of good moral character, such as a recommendation from a Bishop, a Minister, or some other responsible person of their town.

### EXAMINATIONS.

Entrance examinations will not be technical but sufficiently searching to ascertain the candidate's ability to pursue profitably the course of instruction. Applicants for admission to the High school

must be at least fourteen years of age, and when not admitted on certificate, must pass examination in the following branches:

**Arithmetic.**—Fundamental principles; simple numbers; fractions (compound and decimal); percentage and interest. "Essentials," second book or an equivalent.

**Grammar.**—Parts of speech, their uses and relations in connected discourse. Ability to analyze simple, complex, and compound sentences. A short composition may be required.

**Geography.**—Position, boundaries, coast lines, and chief ranges and rivers of grand divisions; principal cities of the world and the geography of the United States. Frye's complete Geography or an equivalent.

**Reading.**—Ability to read ordinary prose.

**Spelling and Punctuation.**—Ability to spell common English words and punctuate the simpler forms of sentences.

**Penmanship.**—Ability to write a free, legible hand. Specimens of penmanship will be required.

**Note.**—Candidates failing in no more than two of the above subjects will be permitted to enter with conditions. These conditions must be worked off before the opening of the next school year after entrance. Candidates for admission to the High school, or who have completed the eighth grade work in any approved school, may be admitted without examination on presentation of their certificates.

## GRADUATION.

Students who complete successfully any of the three courses hereinafter named are entitled to a Diploma of graduation from the High school. Those who pass off successfully the studies in the Science course may enter without examination the second year classes of the College in the courses which lead to the degree of Bachelor of Science (B. S.) Those who pass successfully in the Normal course may enter the second year College classes for the degree of Bachelor of Pedagogy (B. Pd.) At the completion of three years work in the High school, students of these two courses are entitled to rank as College students.

## COURSES OF STUDY.

Every student on entering the High school will be required to elect one of the three courses here offered. No deviation from the order of the studies as there arranged can be made without the sanction of the Faculty. Students desiring changes must send in a petition setting forth the changes desired and the reasons for desiring them. Blanks for such petitions will be furnished by the registrar. The fewer the changes made the fewer will be the difficulties in the future.

The first or General course has been arranged for students who desire neither to teach, nor to go on with their studies further than the High school; for boys especially who desire to become all-round men of affairs in the practical walks of life; and for girls who desire to fit themselves especially for usefulness in the home.

The second or Science course is designed for those who intend to push their studies in College with a view to entering the professions, working into architecture, or following some branch of engineering, electrical, civil, or mining.

The third or Normal course aims to fit students for practical teachers, in district and high schools. The Academy has never yet been able to fill the demands made upon it in this line of activity. Its fine new training school will, however, largely help to overcome this difficulty.

### GENERAL COURSE.

#### FIRST YEAR.

<i>First Semester.</i>	<i>Hrs.</i>	<i>Second Semester.</i>	<i>Hrs.</i>
Theology a (Book of Mormon) ..	3	Theology b (Book of Mormon) ..	3
Algebra a .....	5	Algebra b .....	5
Physical Geography a .....	3	Physical Geography b .....	3
English a (Minor Classics) .....	5	English b (Grammar) .....	5
Agriculture a ..... 2	Elect... 4	Agriculture b ..... 2	Elect... 4
Domestic Science a 2		Domestic Science b 2	
Domestic Art a..... 2		Domestic Art b..... 2	
Elective ..... 2		Elective..... 2	

## SECOND YEAR.

<i>First Semester.</i>	<i>Hrs.</i>	<i>Second Semester.</i>	<i>Hrs.</i>
Theology c (Life of Christ).....	3	Theology d (Apostolic Age).....	3
Geometry a .....	3	Geometry b .....	3
English c (Rhetoric).....	5	English d (Rhetoric).....	5
Draughting a.....	2	Draughting b.....	5
Physiology a.....	2	Physiology b.....	2
Agriculture c..... 3	} Elect... 5	Domestic Science d 2	} Elect... 5
Domestic Science c 2		Domestic Art d..... 3	
Domestic Art c..... 3		Agriculture d ..... 3	
Elective..... 2		Elective..... 2	

## THIRD YEAR.

Theology e (Old Testament).....	3	Theology f (Old Testament),....	3
Physics a.....	4	Wood Work a.....	4
Civics a (Civil Government),... 2		Civics b (Civil Government)....	2
History a (Colonial).....	3	History b (U. S.).....	3
English e (Classics).....	3	English f (Classics).....	3
Domestic Science e 2	} Elect... 4	Domestic Science f 2	} Elect... 4
Domestic Art e..... 2		Domestic Art f..... 2	
Agriculture e..... 2		Agriculture f..... 2	
Elective ..... 2		Elective ..... 2	

## FOURTH YEAR.

Theology g (Hist. & Doc.).....	3	Theology h (Hist. & Doc.).....	3
Chemistry a.....	5	Agriculture g (Soils) .....	3
Economics a.....	3	Economics b.....	3
Domestic Science g 2	} Elect... 4	Domestic Science h 2	} Elect... 4
Domestic Art g..... 2		Domestic Art h..... 2	
Woodwork b..... 4		Woodwork c..... 4	
Law a (Commercial).....	2	Law b (Commercial).....	2
Elective .....	3	Elective.....	5

## SCIENCE COURSE.

## FIRST YEAR.

Theology a (Book of Mormon)..	3	Theology b (Book of Mormon)..	3
Algebra a.....	5	Algebra b.....	5
Physical Geography a.....	3	Physical Geography b.....	3
English a (Minor Classics).....	5	English b (Grammar).....	5
German a, or Spanish a .....	4	German b, or Spanish b.....	4



## SECOND YEAR.

<i>First Semester.</i>	<i>Hrs.</i>	<i>Second Semester.</i>	<i>Hrs.</i>
Theology c (Life of Christ).....	3	Theology d (Apostolic Age).....	3
Geometry a .....	3	Geometry b .....	3
English c (Rhetoric).....	5	English d (Rhetoric).....	5
Zoology a.....	5	Botany a.....	5
German c, or Spanish c .....	4	German d, or Spanish d.....	4

## THIRD YEAR.

Theology e (Old Testament).....	3	Theology f (Old Testament).....	3
Physics a.....	4	Physics b.....	4
English e (Classics).....	3	English f (Classics).....	3
Geometry c (Solid) .....	4	Algebra c (Higher).....	4
Physiology a.....	2	Physiology b.....	2
French a, or Spanish a.....	4	French b, or Spanish b.....	4

## FOURTH YEAR.

Theology g (Hist. & Doc.).....	3	Theology h (Hist. & Doc.).....	3
English g (Adv. Rhetoric).....	2	English h (Adv. Rhetoric).....	2
Chemistry a.....	5	Geology a.....	5
Algebra d (Higher).....	3	Trigonometry a.....	3
History a (Colonial).....	3	History b (U. S.).....	3
French c, or Spanish c.....	4	French d, or Spanish d.....	4

## NORMAL COURSE.

## FIRST YEAR.

Theology a (Book of Mormon)..	3	Theology b (Book of Mormon)..	3
Algebra a.....	5	Algebra b.....	5
Physical Geography a.....	3	Physical Geography b.....	3
English a (Minor Classics).....	5	English b (Grammar).....	5
Vocal Music a .....	2	Vocal Music b .....	2
Elocution a .....	2	Elocution b.....	2
Woodwork a.....	4	Woodwork b.....	4
Domestic Science a .....	2	Domestic Science b .....	2
Domestic Art a.....	2	Domestic Art b.....	2
Agriculture a.....	4	Agriculture b.....	4
Elect .. 4		Elect .. 4	

## SECOND YEAR.

<i>First Semester.</i>	<i>Hrs.</i>	<i>Second Semester.</i>	<i>Hrs.</i>
Theology c (Life of Christ).....	3	Theology d (Apostolic Age).....	3
Geometry a (Plane).....	3	Geometry b (Plane).....	3
English c (Rhetoric) .....	5	English d (Rhetoric) .....	5
Physiology a.....	2	Physiology b.....	2
Drawing a.....	2	Drawing b.....	2
Agriculture c..... 5 }		Agriculture d..... 5 }	
Zoology A..... 5 }		Botany A..... 5 }	
Domestic Arts c.... 2 }	Elect.. 5	Domestic Art d..... 2 }	Elect.. 5
Domestic Science c 3 }		Domestic Science d. 3 }	

## THIRD YEAR.

Theology e (Old Testament) ...	3	Theology f (Old Testament) ...	3
Physics a.....	4	Physics b.....	4
English e (Classics)..	3	English f (Classics).....	3
Psychology a.....	3	Psychology b.....	3
Theory of Teaching a.....	2	Theory of Teaching b.....	2
History a (Colonial).....	3	History b (U. S.).....	3
Civics a (Civil Government)...	2	Civics b (Civil Government)...	2

## FOURTH YEAR.

Theology g (Hist. and Doc.).....	3	Theology h (Hist. and Doc.).....	3
English g (Adv. Rhetoric).....	2	English h (Adv. Rhetoric).....	2
Chemistry a.....	5	Geology a.....	5
History c (European).....	2	History d (European).....	2
Training a.....	4	Training b.....	4
Theory of Teaching c (Methods) 4		Theory of Teaching d.....	4

## EXPLANATION OF COURSES.

## GENERAL REQUIREMENTS.

It is an amazing fact that, indispensable as are proper books of reference, there are students every year who try to get along with a vest-pocket, or perhaps primary-school, dictionary; and yet the very condition of progress in any knowledge worthy the name is getting

*exact* and *adequate* notions of the new words encountered daily. While the Academy library is well supplied with unabridged works of reference, they are not only inadequate to the needs of so large a school, if all relied upon them, but they are unfortunately not at hand when most needed—at the student's desk or study room; the result of which is, the vicious habit of guessing at the meaning of words.

It were well if students were all supplied with dictionaries equal to Webster's International; but as this would mean an out-lay beyond the reach of many, the requirements of the High school are that every student shall supply himself with either Worcester's or Webster's Academic dictionary, or the Student's Standard dictionary, the cost of which will be about \$1.50. The students in English will do well to supply themselves also with a good work on synonyms. Fer-ald's is recommended.

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## DEPARTMENT OF THEOLOGY AND ETHICS.

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### THEOLOGY.

**A. Book of Mormon.**—History of its coming forth and relationship of the various books composing it. Students will read first half, including Book of Ether. Reynolds' "Story of the Book of Mormon" may be used for reference. Three hours, first semester.—First section, President Cluff; second section, J. E. Hickman; third section, E. D. Partridge; fourth section, F. G. Warnick; fifth section, W. F. Ward; sixth section, E. H. Holt.

**B. Book of Mormon.**—External evidences of its divine authenticity. The doctrinal aspects of its teachings will be especially dwelt upon. Students will read second half and re-read didactic portions of the book. Orson Pratt's "Divine Authenticity of the Book of Mormon" will also be read. Three hours, second semester. Same teachers as in Course A.

**C. Life of Christ.**—The story of Christ's life will be followed as developed in the four Gospels, which students will be required to read. Special emphasis will be given to the principles He taught. Farrar's "Life of Christ" may be read for reference. Three hours,

first semester.—First section, E. S. Hinckley; second section, J. C. Swenson; third section, Alice Reynolds.

**D. Apostolic Age.**—The lives and missionary work of the Apostles as set forth in the New Testament will be taken up. Students will read the Acts, the Epistles, and Revelations. Three hours, second semester. Same teachers as in Course C.

**E. Old Testament.**—Historical relationship of the Books in the Old Testament. Students will read the narrative portions of the text including Kings, Chronicles, Samuel, Job, and Esther. Teacher will set forth the divine authenticity of the book. Three hours, first semester.—Caleb Tanner.

**F. Old Testament.**—Students will read the poetic, didactic, and prophetic books of the Old Testament. Special emphasis will be placed on those prophecies which have their fulfillment in our day. Three hours, second semester.—Caleb Tanner.

**G. Church History and Doctrine.**—Beginning with the apostasy from the Primitive church, the class will trace the events of history as a preparation for the Dispensation of the Fullness of Times. The Bible, Roberts' Ecclesiastical History, and Jenson's Church Chronology will be used for reference. First semester.—Nathaniel Baldwin.

**H. Church History and Doctrine.**—The history of this Dispensation of the Gospel, as set forth in the publications of the Church, will be followed. Special emphasis will be laid upon the divine mission of Joseph Smith; on which subject, Orson Pratt's "Was Joseph Smith Sent of God?" will be read. Second semester.—Nathaniel Baldwin. Andelin.

## ETHICS.

**A. Moral Law.**—The aim of this course is to emphasize the necessity of living a strictly moral life. and to give the students strong incentives to form good moral habits. The differences between good and evil, right and wrong, is clearly brought out. The underlying principles are illustrated by incidents from history and biography. Three hours, first semester.—E. J. Glade.

**B. Social Law.**—A more definite understanding of the rela-



tions of the individual to society and of consequent mutual duties is the chief aim of this course. Rules of politeness and etiquette are incidentally discussed in connection with the use and abuse of fashions and social customs in general. Lectures. Three hours, second semester.—E. J. Glade.

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## DEPARTMENT OF ENGLISH LANGUAGE.

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### ENGLISH.

The courses in English have been laid out after a careful study of the needs of the young people in the inter-mountain region. They aim, first of all, to supplant the crudities in expression so prevalent in western communities, by simple and direct but pure English. They are next designed to develop literary taste, and the taste for literature, or a feeling of companionship for books. Special emphasis is given to oral composition work, and to this end methods of recitation prevail which give the students the floor as much as possible.

**A. Minor Classics.**—In this course several important purposes are to be subserved. In the first place the student is to be made acquainted with some of the simplest but most beautiful of the American classics. In the second place, he is to be taught to read intelligibly; and as intelligible reading is mainly a question of clear interpretation of thought, the second purpose is directly in line with the first. Then, two days a week are to be devoted to spelling and punctuation, subject matter for which is also to be taken from the classics studied. As will be seen, the general aim is to lay a foundation in literature on which to build the courses in English which are to follow. The text followed will be "Masterpieces of American Literature." Five hours, first and second semesters.—First section, Prof. Nelson; second section, Ass't-Prof. Reynolds; third section, Miss Pike.

**B. English Grammar.**—Experience has demonstrated that the grammar course of the grades is insufficient as a basis for higher work in English, hence the offering of this course. Special attention is given to the diagraming of sentences, it being a demonstrated fact

that without the practice in analysis given by such a method students are unable to correct their habits of faulty English by any other guide than what sounds right, which is practically no guide at all. Buehler's "Modern Grammar" and Strang's "Exercises in English" first half. Five hours, first and second semesters. First section, Prof. Nelson; second section, Orin Jarvis.

**C. Outlines of Rhetoric.**—Course C is required. A thorough course in diction forms the subject matter of this course. Genung's "Outlines of Rhetoric." Original narratives and descriptions. Five hours a week additional given by the teacher to individual criticism of compositions. Students will read in connection with this course the "Vicar of Wakefield," the "Ancient Mariner," and the "Merchant of Venice" (Ginn & Co.) Five hours, first semester.—Prof. Nelson.

**D. Outlines of Rhetoric.**—Course C is required. The rhetorical elements of the sentence are considered in this course. Scott and Denny's "Elementary Composition," and Strang's "Exercises in English," second half. Narrative and descriptive writing continues to be the basis of composition work as in C. Oral and written composition alternate weekly. Two hours per week given to individual criticism of compositions. Students will read in connection with this course Irving's "Sketch Book," Burns' "Representative Poems," and "Macbeth" (Ginn & Co.). Five hours, second semester.—Prof. Nelson and Miss Pike.

**E. English Classics.**—This course is devoted to a critical study of British and American Classics, to be chosen by the teacher during the progress of the historical narrative of the works involved. A paper will be required each semester on some subject suggested by the student. This course is recommended to students expecting to enter college. To be read by students: Pancoast's "Introduction to English Literature." English C and D are required. Three hours, first semester.—Ass't-Prof. Reynolds.

**F. English Classics.**—This course is a continuation of English E. Same texts and methods. Three hours, second semester.—Ass't-Prof. Reynolds.

**G. Advanced Rhetoric.**—This is a course in the principles of invention. Special attention will be given to the preparation of lec-

tures, sermons, theses, and essays. Genung's "Working Principles of Rhetoric," and Lewis's "Specimens of the Forms of Discourse." Two hours, first semester.—Professor Nelson.

**H. Advanced Rhetoric.**—Continuation of Course G. Special attention will be given to the principles of argumentation. Genung's "Working Principles of Rhetoric," and Lewis's "Specimens of the Forms of Discourse." Two hours, second semester.—Professor Nelson.

**I. Normal Reading.**—This course aims to produce fluent and effective readers; to cause the eye to grasp words quickly and unerringly, and train the organs of speech to pronounce them firmly and unhesitatingly. Attention to diacritical marks and drill in pronunciation, voice culture, articulation, and personal bearing, occupy portions of the time. The reading is supplemented by newspaper and magazine articles. Two hours, first semester.—Miss Pike.

**J. Fundamentals of Expression.**—In this course, ease and grace in personal bearing and gesture, the development of the lungs, the cultivation and control of the voice, the overcoming of nervousness, and the cultivation of nerve energy, of distinctness in articulation, and of a wide latitude in oral delivery, are the points kept in view. By daily drills in these various directions proper habits are formed. Two hours, second semester.—Miss Pike.

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## DEPARTMENT OF FOREIGN LANGUAGES.

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### GERMAN.

**A. Elementary.**—Easy reading, word drill, conversation, and grammar. Only the essential feature of Grammar are introduced, and these with reference to the special needs of the average beginner. The aim is to acquire a ready, working vocabulary, and the ability to read and write and converse freely on familiar topics. German forms the center of all instruction; so that from the first the student comes in direct contact with the language he is to learn. Grammar: Spanhoofd's "Lehrbuch der Deutschen Sprache." Reader: "Gheck Auf." Four hours, first semester.—Prof. Andelin.

**B. Elementary.**—Continuation of A. Reading of "Es war



Einmal," "Immensee." Lessons in easy composition. Four hours, second semester.—Prof. Andelin.

**C. Advanced.**—Practical Grammar. Bernhardt's "German Composition." Reading of following modern classics: "Aus Herz und Welt," "Die Journalisten," "Kleider Machen Leute," "Die Monate." Practice in writing stories and anecdotes from memory. Four hours, first semester.—Prof. Andelin.

**D. Continuation of C.**—Practice in oral composition by relating in class synopses of texts read at home. Reading of "Aus dem Leben eine's Taugenichts," "Frau Holde," "Soll und Haben." Four hours, second semester.—Prof. Andelin.

## FRENCH.

**A. Elementary.**—The same principles underlie the teaching of French that underlie the teaching of German. Grammar: Kroeh's "French Course" first year. Reader: Rollins "French Reader," "Historiettes." Four hours, first semester.—Prof. Andelin.

**B. Continuation of A.**—Reading of "Fleurs de France," and Berry's "Lectures Faciles." Four hours, second semester.—Prof. Andelin.

**C. Advanced.**—Kroeh's "French Course," second year. Easy composition. Reading of "La Mare au Diable," "Le Mari de Madame Solange." Four hours, first semester.—Prof. Andelin.

**D. Advanced.**—Continuation of C. Composition, conversation, and reading of Samartine's "Jeanne d 'Arc." Four hours, second semester.—Prof. Andelin.

## SPANISH.

In view of the new relationships established between the United States and Spanish America, including the Philippine Islands, it is believed that the Spanish language will become one of the necessary branches of a liberal education. The aim of these courses is to prepare the student for business transactions in our newly acquired territories, and to meet the demand of students from states requiring Spanish as a preparation for teaching.

**A. Elementary.**—Loiseaux's Spanish Grammar and Worman's



"First Spanish Reader." Easy Spanish prose and conversation. Four hours, first semester.—Elmer Hooks.

**B. Elementary.**—Loiseaux's Grammar and Worman's Second Reader completed. Ybarra's "Lectura y Conversacion." Four hours, second semester.—Elmer Hooks.

**C. Modern Spanish Classics.**—Knapp's "Spanish Grammar." Introduction to the modern authors in Loiseaux's "Spanish Reader." Reading of the modern classics, "Valdes Jose," Carrion y Aza's "Zaragueta." Translation from the English and original composition. Four hours, first semester.—Elmer Hooks.

**D. Spanish Classics.** — Knapp's Spanish Grammar. Spanish classics. Fornes' "El Si de las Ninas," Cervantes' "El Cautivo," and Padre Isla's LeSage's "Gil Blas." Translation and original composition. Four hours, second semester.—Elmer Hooks.

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## DEPARTMENT OF FINE ART.

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### PREPARATORY DRAWING.

This course is provided for those who have had little or no work in drawing, and who desire to study Normal Drawing, which is too difficult for beginners. As the work here outlined should have been completed in the district schools, no credit will be given. The course will consist of (a) Pictorial Art: Study and expression of real and apparent form in common objects. Still life, fruits, vegetables, leaves and flowers, will be largely used as subject matter. Study of type forms will be made through development of surfaces, and by representation in pictures. (b) Decorative Art: Study of elementary principles of design and their application in manufactories. Color classification and color harmonies will be introduced with design work. Material: Pencils, paper, water colors, manila board. Two hours recitation, first and second semesters.—Aretta Young.

### NORMAL DRAWING.

The pedagogical value, rather than the artistic and technical side, of drawing will be emphasized in the Normal courses in drawing.

Drawing is for all students, and not alone for specialists. It should be a means of expressing thought, and should increase thought-power.

**A. Representative Art.**—The principles of freehand perspective will be given through a study of common household objects, and out-door scenes. Sketching will be done with pencil, charcoal, and brush. Texture and color will be studied through representation of land surfaces, trees, foliage, and animals. Requirement, the course in Preparatory Drawing, or its equivalent. Material: Pencils, paper, charcoal, water colors, drawing-board. Two hours, first and second semesters.—Aretta Young.

**B. Representative Art.**—A continuation of A. with practice in quick and ready blackboard illustration for language, geography, and science lessons. Aims and methods of teaching drawing and form study in the elementary school, will be subjects for study and discussion. Requirement, the course in A, or its equivalent. Material: paper for drawing and for color charts, pencils, charcoal, water-colors. Two hours, first and second semesters.—Aretta Young.

**C. Advanced.**—This course is provided for those who have aptitude in the work, and who desire to prepare themselves for special teachers or supervisors of drawing. It will include a review and continuation of the entire work of previous courses. The utilitarian, æsthetic, and pedagogical value, as viewed by great educators, will form part of the method work. Three hours, first and second semesters.—Aretta Young.

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## DEPARTMENT OF HISTORY AND CIVICS.

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### HISTORY.

The course in History covers a period of two years in the High school. The general aim is to lead the student to an understanding of history by showing the causal relations of events, rather than by merely memorizing the facts. The aim also includes training in the systematic use of books and other historical material.

**A. Colonial.**—Periods of discovery, exploration, and colonization.

Territorial adjustments; revolutionary period; lectures, discussions, and original work by students on important topics. Channing's "Student's History of the United States," supplemented by standard historical works. Three hours, first semester.—Prof. Swenson.

**B. United States.**—Critical period, and the formation of the Constitution. Westward expansion; rise, development, and solution of the slavery question; the Civil war and Reconstruction. Method of treatment and reference same as in course A. Three hours, second semester.—Prof. Swenson.

**C. European.**—Especially adapted to Normals who have not time to take the Collegiate courses. It deals with social customs and home life and thought, rather than with political movements. Greek and Roman mythology and myths, from an educational standpoint. Eastern nations are considered. Adam's "European History," Part I. Two hours, first semester.—Prof. Swenson.

**D. European.**—(continued). The Middle Ages, influence of Mohammedanism. Teutonic and Romanic influences, Chivalry and Feudalism, the Crusades, and the Reformation, are treated. Adam's "European History," Part II. Two hours, second semester.—Prof. Swenson.

### CIVICS.

**A. Civil Government.**—The making of the American government, the state government, and the national government. Two hours, first semester.—Prof. Keeler.

**B. Civil Government.**—Continuation of A. Two hours, second semester.—Prof. Keeler.

### LAW.

**C. Parliamentary Law.**—Rules governing the proceedings of legislative bodies, societies, and public gatherings. One hour, second semester.—Prof. Keeler.

**D. General Law.**—Lectures on the manner of passing laws, proceedings in courts, etc. Two hours, first and second semesters.—Judge John E. Booth.

### ECONOMICS.

**A. Economics.**—Economics of the family, of the village,

of the city, and of the nation. This course covers the subject as outlined in Bullock's "Introduction to the study of Economics." Three hours, first semester.—Prof. Swenson.

**B. Economics.**—Continuation of A. Three hours, second semester.—Prof. Swenson.

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## DEPARTMENT OF MATHEMATICS.

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Mathematical studies are as a rule preparatory studies; that is, they condition the selection of many other studies, such as Physics and other branches of science. It is recommended that students consult professors and teachers in Mathematics before electing their studies. In the High school the aim is to give a thorough drill in the manipulation of mathematical formulæ; the work of the last year in the High school is the same as the first year in College.

### ALGEBRA.

**A. Elementary**—This course is designed for beginners and will include a careful consideration of the subjects treated in Wells' "Essentials of Algebra" to page 138. Five hours, first and second semesters. First Section, Prof. Partridge; second section, W. F. Ward.

**B. Elementary.**—Continuation of A. Wells' "Essentials of Algebra" to page 270. (Omitting Ratio and Proportion). Required, Algebra A. Five hours, first and second semesters. Same teachers as in A.

**C. Advanced.**—Fisher and Schwatt's "Higher Algebra," to page 440. Required, Algebra B. Four hours, second semester.—C. S. Jarvis.

**D. Advanced.**—Continuation of C. Fisher and Schwatt's "Higher Algebra" completed. Required, Algebra C. Three hours, first semester.—W. F. Ward.

### GEOMETRY.

**A. Plane.**—First and Second Books of Wells' "Essentials of Plane Geometry," or Phillips and Fisher's "Plane Geometry." Required, Algebra A. Three hours, first semester.—Prof. Partridge.



**B. Plane.**—Completion of Wells' "Essentials of Plane Geometry," or Phillips and Fisher's "Plane Geometry." Required, Geometry A. Three hours, second semester.—Prof. Partridge.

**C. Solid.**—Wells' "Essentials of Solid Geometry" completed, or Phillips and Fisher's "Geometry of Space." Required, Geometry B. Three hours, first semester.—C. S. Jarvis.

### TRIGONOMETRY.

**A. Plane and Spherical.**—Wells' "New Plane and Spherical Trigonometry," or Phillips and Strong's "Elements of Trigonometry" complete. Required, Algebra D and Geometry C. Three hours, second semester.—W. F. Ward.

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## DEPARTMENT OF PEDAGOGY.

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The courses in Pedagogics are designed for the preparation of professional teachers. They are intended to cover all subjects necessary for teaching in primary and high schools. Instruction given in lectures is supplemented by text-books and general reading.

### THEORY OF TEACHING.

**A. History of Education.**—This course deals with educational aims, scope of education, outline history of education, and general theories of education as set forth by ancient and modern educators. Lectures supplemented by research on the part of the student. Seeley's "History of Education," and current educational literature. Two hours, first and second semesters.—Prof. Brimhall.

**B. School Management.**—Comparison of the so-called new education with the old education. The ideal and real in education. Relationship of educational factors, the home, the school, the church, the state, the press, society in general. Aptitudes in education. Persons whom education most affects; teachers, pupils, patrons, school officers. School management including school organization, regulations, rewards, punishments, recreations. School plans and programs. Lectures supplemented by personal research. White's

"School Management" and Hughes' "Mistakes in Teaching." Three hours, first and second semesters.—Prof. Brimhall.

**C. Methods.**—Review of subjects taught in public schools; each in accordance with the most advanced educational principles and practices. Methods and devices emphasized from a psychological point of view. Five hours, first and second semesters.—Ass't-Prof. Ella Larson.

**D. School Supervision.**—The art of grading and arranging courses of study. Examination of teachers. Teachers' institutes. Educational economy. School laws. Lectures, discussions, and essays, supplemented with readings from reports of the Educational Bureau, the N. E. A., and current magazines. Four hours, first and second semesters.—Prof. Brimhall.

## PSYCHOLOGY.

**A. Elementary Psychology.**—Relation of Psychology to individual development. Psychology in Education. Roark, complete. Requirement. Algebra a. Three hours, first and second semesters.—Asst-Prof. Hickman.

**B. Pedagogical Psychology.**—Relation of Psychology to Sociology, Ethics, and Pedagogics. Lectures supplemented with complete text of Halleck's "Psychology and Psychic Culture." "Psychology of Education," by Compayre; "Psychology Applied to Education," by Baldwin. Requirements: Psychology A and Physiology A and B. Three hours per week, first and second semesters.—Prof. Brimhall.

## TRAINING.

**A. Class Work.**—This course is taken in connection with Course C in Theory of Teaching, which lays the necessary foundation in Methods. Students will prepare plans of recitation, subject to the criticism of the supervisor, will act as observer one hour each day, and will teach a class one hour each day, under observation by a critic teacher and the training supervisor. Subsequently they will meet in Critic class, to discuss the failures and successes of the day. Four hours, first semester.—Prof. Ella Larson.

**B. Departmental Supervision.**—In this course much of the

work in Course A will be continued, varied by subject-matter and grades. In addition the student will be given opportunity to correlate and control the work of an entire grade. Course D in Theory of Teaching, which considers school supervision, and which will be taken in connection with this course, will furnish the necessary data. Four hours, second semester.—Prof. Ella Larson.

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## DEPARTMENT OF ENGINEERING.

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### WOODWORK.

**A. Elementary Woodwork.**—Care and use of tools, sawing, planing, mortising, and tenoning. Eight hours' practice each week required. Students will purchase Sickels' "Exercises in Woodworking," from which supplementary work will be drawn. Four hours, first and second semesters.—B. T. Higgs.

**B. Elementary Woodwork.**—Continuation of course A. Glue-jointing, dove-tailing, wood-carving, and wood-turning. Eight hours' practice each week required. Sickels' "Exercise in Woodworking" will be used as a text. All exercises will be made from drawings. Four hours, first and second semesters.—B. T. Higgs.

**C. Advanced Woodwork.**—Cabinet-building, theory in house-finishing, harmony and proportion, plain stair-building, and a general line of the most practical exercises. Eight hours' practice each week required. Sickles' "Exercise in Woodworking." Students are permitted the use of the shop to make for themselves such articles as guitars, mandolins, and work-boxes, by working over-time. Four hours first and second semester.—B. T. Higgs.

### DRAUGHTING.

**A. Mechanical.**—The work embraces a thorough training of the hand and eye in outline drawing, elementary perspective, and drawing from models and objects. Two hours, first semester.—Prof. Partidge.

**B. Mechanical.**—Continuation of A. Special attention directed

to the sketching of machines and buildings. Two hours, second semester.—Prof. Partridge.

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## DEPARTMENT OF SCIENCE.

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### PHYSICAL GEOGRAPHY.

**A. Elementary.**—This course is introductory to the study of the natural sciences. The material of the course is included under the following subjects: The Earth: its form, size, and density. Terrestrial magnetism. Distribution of water surface. The Ocean: area, depth, composition, temperature, waves, currents, tides. Three hours, first semester.—Caleb Tanner.

**B. Elementary.**—Continuation of Course A. Land: varieties of land surface, treated in the light of their evolution. Three hours, second semester.—Caleb Tanner.

### ZOOLOGY.

**A. Elementary.** — This course aims to give a knowledge of the structure and relationship of animals as gained from the systematic study and dissection of specimen types in the laboratory. Half a semester is devoted to the lower forms of animal life and a half to the study of vertebrate zoology and classification. Recommended as work of reference: Orton's Comparative Zoology. Two recitations and three laboratory periods. Physiology A and B are required for this course. Five hours, first semester.—Prof. Hinckley.

### BOTANY.

**A. Elementary.** — This course should be preceded by Physical Geography. The aim in this course is to give a fundamental knowledge of the plant kingdom; to make teachers acquainted with the general structure and relationship of plants, especially of the inter-mountain region. Each student is expected properly to classify, label, and mount fifty species of plants. Bergen's "Foundations of Botany" will be used as a text. Three recitations and two laboratory periods each week. Five hours' credit, second semester.—Prof. Hinckley.

### PHYSIOLOGY.

**A. Elementary.**—A practical course in human physiology, which



will furnish a basis for the study of hygiene. Physical habits and development will receive special emphasis. Two hours, first semester.—Prof. Hickman.

**B. Elementary.**—A continuation of A. Two hours, second semester.—Prof. Hickman.

## GEOLOGY.

**A. General.**—This course is divided into three subdivisions, viz: Dynamical, Structural, and Historical. The course is designed to give a general knowledge of the subject. Brigham's "Text Book of Geology" will be used, which will be supplemented by reading from Le Conte, Dana, and reports of the Government Geological Survey. Field and laboratory work form an interesting and important part of the work. Physical Geography A and B are required. Five hours, second semester.—Prof. Hinckley.

## PHYSICS.

**A. Elementary Physics.**—A knowledge of physics is necessary in nearly all departments of learning. It enables the student to understand the forces of nature, the fundamental principles of machinery, and the use of scientific instruments. The work consists (1) of lectures illustrated with experiments and demonstrations, (2) of class recitations, and (3) of laboratory work. The student handles the necessary apparatus and proves for himself the laws and principles discussed in the class. The department is thoroughly equipped with fine apparatus. Every student is required to do three hours' careful work in the laboratory each week. A fee of \$1.50 is charged for materials used and breakages. This course includes properties of matter, mechanical forces of solids and liquids, motion, sound, and energy. A knowledge of elementary algebra is required. Hoadley's "Brief Course in Physics." Four hours, first semester.—Nathaniel Baldwin.

**B. Elementary Physics.**—Continuation of course A. This course includes heat, light, magnetism, and electricity. Hoadley's "Brief Course in Physics." Four hours, second semester.—Nathaniel Baldwin.

## CHEMISTRY.

**C. General Chemistry.**—Lectures and laboratory work. This

is a study of the important facts and fundamental theories of chemistry; the laws of chemical combinations; the writing of equations expressing chemical actions; and the solving of chemical problems. Remsen's "Brief Course in Chemistry." Five hours, first and second semesters.—Prof.....

### AGRICULTURE.

**A. Agriculture.**—Farm management, preparation of soils and seeds for planting. Two hours; first semester.—Prof. Hinckley.

**B. Agriculture.**—A study of field crops, their care, conditions of growth, and methods of harvesting. Two hours, second semester.—Prof. Hinckley.

**C. Animal Husbandry.**—Principles of breeding and feeding. Selection and care of dairy and beef stock. Three hours, first semester.—Prof. Hinckley.

**D. Horticulture.**—A study of fruit growing, care and cultivation of orchard trees and small fruit plants. Three hours, second semester.—Pres. Cluff.

**E Practical Entomology.**—This course is especially adapted to a study and classification of farm and orchard insect pests. Two hours, first semester.—Prof. Hinckley.

**F.**—Continuation of E. Two hours, second semester.—Prof. Hinckley.

**G.**—Care and culture of soil. A study of the nature, origin, and fundamental principles of soil management. Three hours, second semester.—Prof. Hinckley.

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## DEPARTMENT OF HOUSEHOLD ECONOMICS.

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The object of the courses in Household Economics is to prepare young women for direct usefulness in the home. The aim throughout is practical, rather than theoretical. Eight courses are offered in Domestic Art, which includes instruction and practice in plain and machine sewing, dressmaking, and art needle work. Eight courses are

offered in Domestic science, which aim to fit girls for efficiency in plain and fancy cookery, nursing, dietetics, and similar studies.

### DOMESTIC ART.

**A. Plain Sewing.**—This course consists of hand-sewing, giving practice in the various stitches on pieces of suitable material. The making of various simple articles. Two hours, first semester.—Prof Young.

**B. Machine Sewing.**—Drafting of patterns and making of various undergarments. Cutting and making of simple outer-garments, such as children's dresses, dressing saques, or dresses without lining for adults. Two hours, second semester.—Prof. Young.

**C. Dressmaking.**—Entrance requirements: A knowledge of plain sewing as contained in Course A. Scientific Sewing; also an understanding of the use of the sewing machine. Object of semester's work: ability to make a lady's plain dress with lining. Steps in the work are as follows: sample pieces, teaching the technicalities of dressmaking. Study of materials for dress findings, measuring, drafting patterns, basting, fitting, sewing, and professional finishing. Supplementary studies: the human form; dress as related to health, art, and fashion; propriety in dress; drawing, for the purpose of illustrating above points. Students must supply their own material. Two systems are taught: the Taylor system, based on measures only; and the "La Mode," a patented model, the cost of which is five dollars. Students may choose whichever system they may prefer. Three hours, first semester.—Prof. Young.

**D. Dressmaking, Advanced.**—Entrance requirements: one semester of Drawing. Work of the semester: dress waist with Taylor finish; child's dress; wrapper or dressing sack; and unlined dress with trimming. Supplementary studies: color, its classification and harmonies, their application to dress; designing of gowns for various figures and complexions. Student must have a small box of water colors wherewith to make color studies for the above. Three hours, second semester.—Prof. Young.

**E. Drawn-work.**—Preparatory requirements: Course A, Plain Sewing. Crocheting and knitting of various articles of utility. Two hours, first semester.—Prof. Young.



**F. Modern Point Lace and Sloyd.**—Requirements: Drawing, Course A. Work of the semester: samples of stitches; one piece of Royal Battenburg lace, and one of fine point lace. At least two articles of utility in the home to be made of paper sloyd, will be required. Subject for supplementary study: lace, its classification and history. Two hours, second semester.—Prof. Young.

**G. Embroidery.**—Requirements: Drawing, Course A and B. Work of semester: samples of embroidery stitches and application of same in American outline embroidery. French laid work and cut work. Supplementary study: conventional design and color harmony in decorative needlework. Classification and history of embroidery. Two hours, first semester.—Prof. Young.

**H. Embroidery.**—Requirements: Drawing, Courses A and B. Shading of natural designs. Mountmelick, cross-stitch, tapestry, and various other classes of embroidery in vogue. Supplementary: natural designs and color harmonies continued. Good taste in home decoration. Students are expected to draw their own designs for the above two classes and make water color studies for the same. Two hours, second semester.—Prof. Young.

### DOMESTIC SCIENCE.

**A. Cookery.**—In this course are included the daily care and equipment of a model kitchen, pantry, and dining room; also table-setting and serving. The chemical and nutritive value of foods, their proper combination, and the best methods of preparing them. Practice will be given in the following: Cookery of vegetables, cereals, eggs, meats, poultry, game, fish, soups, bread, pastry, cakes, puddings, and sauces, and the bottling of fruit and vegetables. Text book: "Elements of the Theory and Practice of Cookery," by Williams and Fisher. Two hours, first semester.—Mrs. Susa Y. Gates.

**B. Cookery.**—Continuation of A. Advanced work in the study of proteids, carbohydrates, hydrocarbons, and mineral foods. Practice will be given in the following: salads, dressings, entrees, souffles, croquettes, frozen desserts, gelatine desserts, and puddings. Each girl serves a six course formal dinner to four, doing the marketing, cooking, and serving without teacher's assistance, thus acting in the capacity of a hostess, host, waitress, and cook. Two hours, second semester.—Mrs. Susa Y. Gates.



**C. Special Physiology.**—This course aims to teach those facts in physiology which are vital to the general health of women and girls, wives and mothers. The course will also include the care and rearing of children. Two hours, second semester.—Mrs. Susa Y. Gates.

**D. Fancy Cookery.**—Preparation of dishes not served on the every day table. Art of dining and entertaining. Nutritive and chemical value of foods with experiments. Practice will be given in the following: cakes, ornamental frosting, puddings, side-dishes, deep frying, and salads. Two hours, first semester.—Mrs. Susa Y. Gates.

**E. Household Economics.**—A study of the home from foundation to attic, including accessories, such as plumbing, lighting, heating, and ventilating; also the surroundings, such as lawns, trees, shrubbery, and out-buildings. The course also considers the furnishing of rooms, all with a view to the convenience, adornment, happiness, and health of the family. Two hours, second semester.—Mrs. Susa Y. Gates.

**F. Invalid Cookery.**—The study of nutrition is made of first importance. Special emphasis is placed upon the results of laboratory and hospital investigation as to the nutritive value and digestibility of foods, the best methods of preparing, and the most attractive manner of serving them. Two hours, second semester.—Mrs. Susa Y. Gates.

**G. Emergencies.**—In this course the student will be given such information as will enable her, in the case of accident, to be of service to her friends in their extremity. Special attention will be given to the following: wounds and their dressing and care; sprains, dislocations, and their treatment; fractures; convulsions and croup; poisons and antidotes; unconsciousness and shocks; the use of the triangular and roller bandages, etc. Three hours, first semester.—Mrs. Susa Y. Gates.

**H. Home Nursing.**—This course aims to give special training in the care of the sick in cases where a professional nurse cannot be procured. Lessons will be given in the propping and lifting of helpless patients, transportation of the sick and injured; observing and recording pulse, respiration, temperature, furnishing, warming, ven-

tilating, and the care of the sick room; bathing, dressing, and administering food and medicine to the patients. Two hours, second semester.—Mrs. Susa Y. Gates.

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## DEPARTMENT OF PHYSICAL CULTURE.

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### THE ATHLETIC ASSOCIATION.

The Academy has a thoroughly organized Athletic association, including uniforms and physical equipments. Sports, games, and feats involving physical strength and agility are encouraged, on the principle that a sound and vigorous body is a prerequisite to a healthy mind. The bulletin boards contain from time to time, challenges by this class or that, and do not wait long for affirmative replies from classes challenged. Girls as well as boys enter into these contests. Occasionally a challenge comes from or is sent to another school, and then all class rivalry ceases, and the students with tremendous enthusiasm present a common front to the enemy. The School at various times has held the State championship in foot-ball, base-ball, basket-ball, and general track athletics.

By way of stimulating emulative rivalry among the various classes, cups and other trophies to be contested for, have been presented to the Association, by interested friends and patrons of the manly arts. As a consequence there has been awakened great enthusiasm, which finds appropriate vent on field days and other holiday occasions.

### DANCING MATINEES.

In order to furnish the recreation and physical exercise necessary to the student accustomed to a "good time" during the winter months at home, the Academy gives a matinee in the Gymnasium hall every Saturday evening from five o'clock till eight. Given at a time when they do not interfere with study, and the music being furnished by the full Academy orchestra, these parties have grown very popular, and in the case of many students fully satisfy the desire for dancing. The regular parties are held every five weeks.

### GYMNASIUM WORK.

The Gymnasium occupies the third story of the Training school building. It is a substantial brick building 125 feet long by 65 feet wide. It is equipped with the best standard apparatus, and every opportunity for physical training given by the best gymnasia of the land is here obtainable. The equipment includes four dressing rooms supplied with shower-baths and closets. Two courses are given in the gymnasium as follows:

**A. Physical Training for Men.**—This includes free-arm movements, dumb-bell and Indian-club drill, and apparatus work. Three times per week. One hour credit. Two or more sections will be organized, according to the number of applicants.—Prof. Swenson.

**B. Physical Training for Women.**—The work is adapted to the needs of women and includes the Delsarte and Swedish systems. Two times per week, one hour credit.—Miss.....

# THE SCHOOL OF MUSIC.

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## GENERAL INFORMATION.

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### FEES AND EXPENSES.

For a Life-membership certificate, admitting the student to all general courses of Music, and to any other course in the High school or College, \$20. An expense fee of \$5.00 and a library fee of \$1.00 will be charged each year.

For private lessons: Professor Lund, vocal or instrumental, 75 cents per half hour; Mr. Partridge, piano 75 cents per half hour, mandolin and guitar, 50 cents per half hour; Mr. Miller, violin or cornet, 75 cents per half hour; Mr. Reid, organ, 50 cents per half hour; Miss Howe, piano, 50 cents per half.

Admit to brass band, regular orchestra, or mandolin and guitar orchestra, \$3.00 each semester, or \$5.00 a year. Special certificate in Music, \$1.00; diploma of graduation, \$5.00.

### GENERAL AIMS.

The school of Music aims to give theoretical and practical instruction in branches indispensable to the educated musician, and has this advantage over private instruction, that by a participation of many in the same studies a true musical feeling is awakened; a feeling which promotes industry, spurs emulation, and is a preservative against one-sidedness in taste—a tendency against which every singer and player, especially during training years should be on his guard. By the singing of the choir in daily devotional exercises, by the rendering of programs, and by taking part in two concerts given each semester, pupils are afforded opportunity to become accustomed to public performances, and are thereby the better able to satisfy the demands which the present makes upon the musician.

### EXTENT OF WORK.

Courses extend over three years or six semesters; four in the High school and two in the College. At the beginning of each year



new classes are organized. Every pupil applying for admission must undergo an examination, by which it will be ascertained whether he possesses talent necessary for his enrollment. Pupils exhibiting sufficient preliminary knowledge and capability, can at once be placed in upper classes. Should it be thought necessary, these pupils may be required to attend lower classes as "repetition."

### KIND OF INSTRUCTION.

Theoretical instruction discusses harmony, part writing, counter-part, canon, forms of composition. Practical instruction is given (1) in singing; (a) choral, (b) quartette, (c) solo, (d) method of teaching; (2) instrumental music; (a) pianoforte, (b) organ, (c) solo playing, (d) accompaniment, (e) playing in public, (f) violin, (g) wind instruments, (h) Mandolin and guitar.

### PRIVATE LESSONS.

Private instrumental music is arranged for between students and the various instructors. It is given by the semester and payable in advance. Credit according to the judgment of the Director of the school of Music, will be given for private instrumental music.

### GRADUATION.

Certificates are given on the successful completion of any of the courses named below, or for private instrumental or vocal work, after a certain degree of efficiency has been attained, to be determined by the Director of the Music department. Diplomas of graduation will be awarded either for vocal or instrumental music on the successful completion of all the work offered in the department; provided that the student shall satisfy the Faculty of music that his music abilities entitle him to the award. Students in this department must elect part of their course each semester from the prescribed High school curriculum, and will not be considered eligible for graduation if they are deficient in English or other essential branch of a common school education.

### VOCAL MUSIC.

Under the training of Professor Lund, himself a graduate of the best schools of vocal and instrumental music in Europe, the singing

classes of the Academy have attained an enviable celebrity throughout the intermountain region. Over two hundred students begin the training of their voices in this school every year. Some of the brightest of Utah's singers, now well on their way toward fame, received their first inspiration in these classes.

**A. Reading and Voice-building.**—Two hours, first semester.—Prof. Lund.

**B. Reading and Part-singing.**—Two hours, second semester,—Prof. Lund.

**C. Style Anthems.**—Two hours, first semester, Professor Lund.

**D. Expression, Criticism, Easy Choruses.**—Two hours, second semester.—Prof. Lund.

**E. Harmony.**—Common triads. Inversions. Chords of Seventh. Four hours, two hours' credit, first semester.—Prof. Lund.

**F. Harmony (continued).**—Altered chords. Passing tones. Modulations. Key relations. Four hours, three hours' credit, first semester.—Prof. Lund.

**1. Difficult Quartette and Chorus.**—Three hours, first semester.—Prof. Lund.

**2. Opera.**—Selections from oratorio and opera. Three hours, second semester.—Prof. Lund.

**3. Conducting Bands and Orchestras.**—One hour, first and second semesters.—Ass't-Prof. Miller.

### THE BRASS BAND.

Under the efficient leadership of Professor Albert Miller, late member of the Royal Orchestra of Berlin, this department of the school of Music has taken a vigorous stride forward. First class instruments for a membership of sixteen, and uniforms for the same number, to remain the property of the Academy, were purchased and paid for last year. Needless to say the music furnished by the Band was the inspiration of every important occasion. The coming year promises a still more notable advance along this line.

**A. Band Music.**—Four hours, two hours' credit, first semester.—Ass't-Prof. Miller.

**B Band Music.**—Continuation of A. Four hours, two hours' credit, second semester.—Ass't-Prof. Miller.

### THE ORCHESTRA.

This organization consisted last year of twelve members, who, under the leadership of Professor Miller, developed a proficiency that was the delight of all who heard them. They played for all the Academy parties and musicales, and were much in demand from outside sources. The Band and Orchestra form necessary complements of the private lessons given by Professor Miller on the cornet and violin. These organizations aim directly at fitting young men for leadership in bands and orchestras.

**A. Orchestra Music.**—Four hours, two hours' credit, first semester.—Ass't-Prof. Miller.

**B. Orchestra Music.**—Continuation of A. Four hours, two hours' credit, second semester.—Ass't-Prof. Miller.

**1. Conducting Band and Orchestras.**—One hour, first and second semesters.—Ass't-Prof. Miller.

### MANDOLIN AND GUITAR CLUB.

Not every town can have an orchestra, mainly for the reason that it can not support one. But every town can have a mandolin and guitar club; and for the purpose of all-round musical entertainments this is not only the simpler but the better organization. Believing that there is a wide-spread demand for this kind of music, the Academy has arranged for private lessons on the mandolin and guitar; and as a natural and necessary complement thereto, will conduct a mandolin and guitar club, membership in which will be open to all as soon as they have attained the requisite degree of efficiency. The club will be conducted by Professor Stanley Partridge, recently graduated from the school of Music, Ann Arbor, and Michigan Conservatory of Music in Detroit.

**A. Mandolin and Guitar Club.**—Four hours, two hours' credit, first semester.—Stanley Partridge.

**B, Mandolin and Guitar Music.**—Four hours, two hours' credit, second semester.—Stanley Partridge.

# THE PREPARATORY SCHOOL.

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## GENERAL INFORMATION.

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### FEES AND EXPENSES.

All fees and tuition are payable in advance. Admit for one year \$15.00; for one semester, \$10.00. An annual library fee of \$1.00 is charged every student. Certificates of graduation, \$1.00. For rates in the courses in Music open to Preparatory students, see school of Music.

### CLASS OF STUDENTS DESIRED.

The work in this school is adapted for young people below the high school grade who are somewhat advanced in years and whose opportunities have been too limited to complete the public school curriculum as far as the eighth grade.

There are no entrance requirements other than the desire to work and the determination to be a lady or a gentleman.

The studies are adjusted to the needs of the students. The work is not described as seventh, eighth, or any other specific grade; it is suited to the capacity of the students, whatever that may be. Special teachers are provided to assist those who are not prepared to enter regular classes.

### ADVANTAGES OF THE SCHOOL.

Grown-up young people may enter this school without feeling the chagrin that often results from mingling with younger and smaller students in the public schools. Students of the Preparatory school have the same privileges as those in the High school or College. The Academy is noted for the absence of social distinctions among its students; the only time a student is distinguished from his fellows is when some of the characteristics of a lady or a gentleman are lacking.



## GRADUATION.

Many young people in this department have finished, in a remarkably brief time, the entrance requirements to the High school. During the past year, two hundred and forty students were enrolled in the school, with sixteen instructors and tutors. Fifty-two of these students received, at the end of the year, certificates of graduation entitling them to enter upon High school work.

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## EXPLANATION OF STUDIES.

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### FIRST SEMESTER—FIRST YEAR.

**THEOLOGY.**—Biographies of prominent characters in the history of the Church. Three days, one hour each day.

**READING.**—"Stepping Stones to Literature," Seventh Book. Five days, one-half hour each day.

**GRAMMAR.**—Graded Lessons in English. Reed and Kellogg, pages 1-95; supplemented with composition. Five days, one hour each day.

**ARITHMETIC.**—"The Werner Arithmetic." Book III, page 1-70. Five days, one hour each day.

**GEOGRAPHY.**—"Tarr and McMurry's Geography," Second Book, pages 1-199. Five days, one-half hour each day.

**HISTORY.**—"A History of the United States"—Thomas, pages 1-105. Three days, one half hour each day.

**SCIENCE.**—Hygiene and nature study. Two days, one-half hour each day.

**SPELLING.**—Modern Speller. Five days, one-half hour each day.

**PENMANSHIP.**—Both vertical and slant systems will be taught. Four days, one-half hour each day.

### SECOND SEMESTER—FIRST YEAR.

**THEOLOGY.**—Biographies of Book of Mormon characters. Three days, one hour each day.

READING.—“Stepping Stones to Literature,” Seventh Book continued. Five days, one-half hour each day.

GRAMMAR.—“Graded Lessons in English”—Reed and Kellogg, pages 95-164, supplemented with composition. Five days, one hour each day.

ARITHMETIC.—“The Werner Arithmetic,” Book III, pages 71-140. Five days, one hour each day.

GEOGRAPHY.—“Tarr and McMurry’s Geography,” Second Book, pages 200-435. Five days, one-half hour each day.

HISTORY.—“A History of the United States.”—Thomas, pages 106-228. Three days, one-half hour each day.

SCIENCE.—Hygiene and nature study. Two days, one-half hour each day.

SPELLING.—Modern Speller. Five days, one-half hour each day.

PENMANSHIP.—Same as first semester, continued. Four days, one-half hour each day.

### FIRST SEMESTER—SECOND YEAR.

THEOLOGY.—Lives of Old Testament Prophets. Three days, one hour each day.

READING.—“Stepping Stones to Literature,” Eighth Book. Five days, one-half hour each day.

GRAMMAR.—Reed and Kellogg’s “Higher Lessons in English,” pages 1-148; Composition once a week. Five days, one hour each day.

ARITHMETIC.—“The Werner Arithmetic,” Book III, pages 151-230. Five days, one hour each day.

GEOGRAPHY.—“Tarr and McMurry’s Geography,” Third Book, pages 1-263. Five days, one-half hour each day.

HISTORY.—“A History of the United States”—Thomas, pages 228-330. Three days, one-half hour each day.

SCIENCE.—Talmage’s “Domestic Science,” pages 1-153. Two days, one-half hour each day.

SPELLING.—Modern Speller. Five days, one-half hour each day.

PENMANSHIP.—The aim is to acquire a good, legible hand. Upon

reaching the standard, students may be excused from class recitations. Four days, one-half hour each day.

## SECOND SEMESTER—SECOND YEAR.

THEOLOGY.—The Life of Christ. Three days, one hour each day.

READING.—“Stepping Stones to Literature,” Eighth Book. Five days, one-half hour each day.

GRAMMAR.—Reed and Kellogg’s “Higher Lessons in English,” pages 148-312. Composition twice a week. Five days, one hour each day.

ARITHMETIC.—“The Werner Arithmetic,” Book III, pages 231-318. Five days, one hour each day.

GEOGRAPHY.—“Tarr and McMurry’s Geography,” Third Book, pages 264-541. Five days, one-half hour each day.

HISTORY.—“A History of the United States”—Thomas, pages 331-503. Three days, one-half hour each day.

SCIENCE.—Talmage’s “Domestic Science,” pages 154-382. Two days, one-half hour each day.

SPELLING.—Modern Speller. Five days, one-half hour each day.

PENMANSHIP.—The aim is to acquire a good, legible hand. Upon reaching the standard, students may be excused from class recitations. Four days, one-half hour each day.

# THE TRAINING SCHOOL,

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## GENERAL PURPOSE.

The Training school fills a dual office. (1) It furnishes instructions to pupils in all grades from the first to the eighth, and in this respect is a properly-graded school. It aims to take a child when it leaves the kindergarten, or when it first enters school, and carry it through the different grades until it is ready to enter the High school. The aim is to produce proper intellectual and moral development, as well as furnish the mind with a fund of general information. (2) It furnishes the classes for the practice work in Normal training. In this respect it is a Normal Training school.

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## EXPLANATION OF STUDIES.

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### THEOLOGY.

Knowledge of man's relationship to God. Man's duty to his fellow-man. Love and reverence for divine things. Confidence in and respect for proper authority; taught through incidents from the lives and works of prominent theological characters in the Gospel dispensations, as taken from the Bible, Book of Mormon, Pearl of Great Price, and Church History. Supplemented by lives of eminent men and women and lessons on morals and manners. The course aims to cultivate spiritual and ethical habits and tastes; to create a desire to obtain a testimony of the Gospel; and to understand the principles and doctrines of the Church.

**First Grade.**—Incidents in story form adapted to the grade. Reproduction and memory exercises.

**Second Grade.**—Child stories of ancient and modern Prophets.



**Third Grade.**—Principles of the Gospel illustrated by simple stories from Church works.

**Fourth Grade.**—Parables of Christ. Supplementary work from Church works.

### WRITING.

**Beginners and First Grade.**—Special drills with lead pencils and paper for the purpose of developing mechanical skill and form.

**Second, Third, and Fourth Grades.**—Same as First Grade: Special drills with pen and ink.

### MUSIC.

**First Grade.**—Pleasing songs, words and music taught thoroughly. Letter names to lines and spaces. Syllable names to to natural scale.

**Second Grade.**—The staff, clef, measure, time, and intonation Songs selected.

**Third Grade.**—Sol feggio, rudiments. Concert drill from blackboard. Songs.

**Fourth Grade.**—Breathing exercises, voice culture, rudiments, songs.

### PHYSICAL CULTURE.

**First Grade.**—Proper breathing, standing and walking. Simple freeing movements for rest.

**Second Grade.**—Light work in Swedish gymnastics for proper development of the body.

**Third Grade.**—A continuation of previous work with additional exercises for producing an easy and graceful body.

**Fourth Grade.**—Swedish and marching exercises leading to the gymnastic lessons.

### READING.

**First Grade.**—Lessons correlated with nature and literature work. Lessons from Wheeler's Primer and First Reader, and Cyr's

First Reader. Also lessons from literature and phonograms to assist children in independent reading.

**Second Grade.**—Lessons based on nature and literature. Cyr's Second Reader completed. Supplementary reading from "Lights to Literature." Phonics and phonograms.

**Third Grade.**—Hectograph or typewritten stories from nature and literature. Cyr's Third Reader. Supplementary reading from "Lights to Literature."

**Fourth Grade.**—Hectograph and typewritten stories from nature and literature. Cyr's Fourth Reader, Supplementary reading from books in library.

### SPELLING.

**First Grade.**—Sight spelling of words taken from lessons in nature, literature, and reading.

**Second Grade.**—Sight spelling of words taken from lessons in nature, literature, and reading.

**Second Grade.**—Sight spelling and regular written spelling of words in nature, literature, and reading. New words learned and used in written sentences. Pronunciation emphasized.

**Third Grade.**—Written and oral spelling of new words. Words spelled, defined and used in sentences. Emphasize pronunciation. Sight spelling.

**Fourth Grade.**—New words; synonyms and antonyms. Dictionary work. Sight spelling.

### LITERATURE.

**Beginners and First Grade.**—Poems and nature myths. Stories based on national holidays.

**Second Grade.**—Biographical stories of heroes and heroines. Selections from Whittier's "Child Life." Stories of children of other lands. Seton Thompson's "Wild Animals I Have Known."

**Third Grade.**—Flora Cook's "Myths," "Among the Giants," stories from Kipling's "Jungle Book," Seton Thompson's "Wabb," and

"Lobo," "Black Beauty," Louisa M. Alcott's "Works," Lucy Larcom's "Poems," historical sketches.

**Fourth Grade.**—Biographical sketches of patriots. Stories and legends of Indians. Cary Sisters' Poems, Eugene Field's "Poems of Childhood," "Jo's Boys," nature myths, and poems.

### GEOGRAPHY.

**Geography of Own City and State.**—Trips to other lands. Redway's "Natural Elementary Geography."

### ARITHMETIC.

**Beginners', First, and Second Grades.**—Work based on Speer's method.

**Third Grade.**—Speer's Second Book.

**Fourth Grade**—Speer's Elementary Arithmetic. Milne's Elements. Reading and writing of numbers to 1,000,000.

### LANGUAGE.

**Beginners' and First Grade.**—Oral and written reproductions of drill in sentence making.

**Second Grade.**—Oral and written reproductions of nature and literature work. Use of capital letters, and punctuation marks. Letter writing.

**Third Grade.**—Oral and written reproductions of nature and literature. Paragraphing. Letter writing. Original compositions and narrations.

**Fourth Grade.**—Reproductions of nature and literature work. Letter writing and composition. Use of parts of speech. Use of capitals.

### NATURE.

**First Grade.**—Plants, fruit, apple, peach, grape, tomato, melon, pears, plums. Function of color, form, size, taste; collect a variety of fruit. Distribution of seeds by wind, water, animals, and man. Special study of the milk-weed and the burdock burr, autumn leaves studied according to color and form; collect, press, and mount autumn leaves; water, vapor, and steam. Domestic animals, soils, germination of plants. Birds. Seeds. Work of frost. Trees, pine and

spruce. Crystals, natural and artificial compared. Eggs, the awakening of new life.

**Second Grade.**—Same as first grade with changes adapted to grade.

**Third Grade.**—Fruits. Compare and classify common fruits. Seed dissemination. Forms of water. Winter condition of trees. Exogenous plants. Study soils. The awakening of new life. Birds. The relation of the leaves, stem, and roots, to the whole life of the plant. Study the spring flowers.

**Fourth Grade.**—Animals. Lessons on flies and ants, frogs and tadpoles, and birds. Review work of previous grades. Also study rabbit, hen, turtle. Plants. Field lessons. Continue systematic study of trees. Compare fall plant with plant life in the spring. Effects of light upon plant life. Meteorology. Record observations of weather variations in slant of sun's rays, and moon's phases. Length of days, etc. Study of water and land forms. Physiology: the skin, the senses, movement of human beings compared with that of animals.

### DRAWING.

The general aims of Drawing are to develop pupils' innate faculty for expressing ideas of form, texture, and color in picture language, to develop the power to visualize, and to aid in the cultivation of the physical, the intellectual, and the moral faculties.

**Beginners, First, and Second Grades.**—Work to be correlated with nature study, literature, and number work. Work to be supplemented with paper-cutting, color work, and clay modeling. Tissue paper and sewing cards used. Drawing of fruits and flowers, and other subjects suitable to season of year.

**Third and Fourth Grades.**—Same work as in previous grades with additional work to help regular lessons.

### THE FOUR HIGHER GRADES.

Work will not be offered in the Fifth, Sixth, Seventh, and Eighth grades during the first semester of 1902. The plan to be followed will be practically that arranged for the State schools, save that the texts will be those adopted by Provo City.



# THE KINDERGARTEN.

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## GENERAL INFORMATION.

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### THE NORMAL COURSE.

The aim of this department is to give special training to women who have the care of children and to others who wish to be aided by the thorough discipline and increased insight which the study of the Kindergarten system gives. The department gladly extends help to primary teachers, mothers, and other persons in the education of children, and freely gives information on kindergarten subjects to all desiring sympathy and encouragement.

### VALUE OF THE COURSE.

The methods pursued lead to a harmonious development of the three-fold nature of the child, viz: the physical, the mental, and the spiritual. Universal truths, truths of love, beauty, kindness, unselfishness, honor, work, and respect for the rights of others, are taught the child through play.

Those in training not only learn to lead the little ones to find and practice these truths but are led to apply them in their own lives. Through the study of child-nature and right living the student also better prepares herself for motherhood. And it is through the mother that education will receive its impetus. Froebel wished the child's education to begin at birth, or even before birth.

Primary teachers will find the Kindergarten course especially helpful, because it leads them to the psychological study of children and teaches them the application of universal principles to life and work.

### FOR SUNDAY SCHOOL TEACHERS.

To the Sunday school teacher this training is invaluable. Froe-

bel himself says, "My system of education is based on religion and must therefore necessarily lead up to religion." A special feature of this year's work will be a thorough course in the Kindergarten for Sunday schools; and on account of the increasing demand for trained Kindergarten teachers in these schools, it has been deemed advisable, by the S. S. Union board, to call young lady missionaries from different Stakes of Zion to attend the school. The course will comprise a study of the Mother Play text-book in connection with the life of Christ. Programs will be given, comprising songs, talks, and short stories for each Sunday during the year. A special class in Psychology will be taught in connection with the work.

### ADMISSION.

The Kindergarten course embraces two years—a junior and a senior. Students entering the junior course must be at least sixteen years of age. The terms of admission and general entrance requirements are the same as those for the Normal course of the High school. See page 67.

## THE KINDERGARTEN SCHOOL.

A complete and thoroughly equipped Kindergarten school, capable of accommodating fifty children, is conducted in connection with the Normal training work. The terms of admission are \$2.00 per term of ten weeks, or 25 cents per week, payable in advance.

### FIRST YEAR.

<i>First Semester</i>	<i>Hrs.</i>	<i>Second Semester.</i>	<i>Hrs.</i>
Theology a.....	3	Theology b.....	3
Mutter and Kose Lieder.....	1	Mutter and Kose Lieder.....	1
Gifts and Occupations.....	2	Gifts and Occupations.....	2
Observation and Practice, 3		Observation and Practice, 3	
hours daily, credit.....	4	hours daily, credit.....	4
Psychology a.....	3	Psychology b.....	3
Vocal Music a.....	2	Physical Culture b.....	1
Physical Geography a.....	3	Physical Geography b.....	3
Drawing a.....	2	Drawing b.....	2

## SECOND YEAR.

<i>First Semetter.</i>	<i>Hrs.</i>	<i>Second Semester.</i>	<i>Hrs.</i>
Theology c.....	3	Theology d.....	2
Mutter and Kose Lieder.....	1	Mutter and Kose Lieder.....	1
Theory of Teaching a.....	2	Theory of Teaching b.....	2
Program Work.....	1	Program and Stories.....	1
Gifts.....	1	Gifts.....	2
Psychology a.....	2	Psychology b.....	2
Observation and Practice, 3 hours daily, credit.....	5	Observation and Practice, 3 hours daily, credit.....	5
Physical Culture b.....	1	Physical Culture b.....	1
Vocal Music b.....	2	Life of Froebel.....	1

## EXPLANATION OF COURSES.

## THEOLOGY.

**A. Book of Mormon.**—History of its coming forth and relationship of the various books composing it. Students will read first half, including Book of Ether. Reynolds' "Story of the Book of Mormon" may be used for reference. Three hours, first semester.—First section, President Cluff; second section, J. E. Hickman; third section, E. D. Partridge; fourth section, F. G. Warnick; fifth section, W. F. Ward; sixth section, E. H. Holt.

**B. Book of Mormon.**—External evidence of its divine authenticity. The doctrinal aspects of its teachings will be especially dwelt upon. Students will read second half and re-read didactic portions of the book. Orson Pratt's "Divine Authenticity of the Book of Mormon" will also be read. Three hours, second semester. Same teachers as in Course A.

**C. Life of Christ.**—The story of Christ's life will be followed as developed in the four Gospels, which students will be required to read. Special emphasis will be given to the principles he taught. Farrar's "Life of Christ" may be read for reference. Three hours, first semester.—First section, E. S. Hinckley; second section, J. C. Swenson; third section, Alice Reynolds.

**D. Apostolic Age.**—The lives and missionary work of the Apostles as set forth in the New Testament will be taken up. Students will read the Acts, the Epistles, and Revelations. Three hours, second semester. Same teachers as in Course C.

### **GIFTS, GAMES, AND OCCUPATIONS.**

The course includes the study of the gifts, games, and occupations of the Kindergarten as taught by Froebel. Lectures upon the principles underlying the use of the gifts, games, and occupations are given, together with an opportunity to put the ideas thus gained into practice with little children, under the supervision of experienced directors. Froebel's "Pedagogics" is used as a text-book in all gift work. One hour, first and second semesters.—Ida Smoot Dusenberry.

### **MUTTER AND KOSE LIEDER.**

Special emphasis is placed upon the careful study of the "Mutter and Kose Lieder," as it is the foundation of the entire Kindergarten system. It is made the center around which such other studies are grouped in the curriculum as will best aid in unfolding and illustrating its principles. Froebel himself says, "I have here laid down the most important part of my educational method." One hour, first and second semesters.—Ida Smoot Dusenberry.

### **VOCAL MUSIC.**

The greatest thinkers of the world from Plato to Goethe have realized the formative power of music in character-building. Froebel translated the dreams of others into practical reality in this creation of the Kindergarten, whose atmosphere is music.

**A. Reading and Voice Building.**—Two hours, first semester.—Prof. Lund.

**B. Reading and Part-Singing.**—Two hours, second semester.—Prof. Lund.

### **PROGRAM WORK.**

Program work and its daily application in class work will be a matter of lecture by the Principal of the Kindergarten and suggestions and discussions by members of the class. Programs are based



upon "Mutter and Kose Lieder." One hour, first and second semesters.—Ida Smoot Dusenberry.

### OBSERVATION AND PRACTICE.

Each student is required to attend regularly a Kindergarten class, which will be assigned by the Principal of this department, and act as a cadet the first and second years. During the first year the cadet will spend her time largely in observation work and small duties assigned her in the Kindergarten. During the second year she will devote her time to practical work with the children and spend a certain number of weeks in visiting other Kindergartens. The Director of the Kindergarten will report regular attendance of students for which credit will be given toward graduation on the books of the Academy. First year. Four hours, first and second semesters.—Ida Smoot Dusenberry in charge.

### PHYSICAL GEOGRAPHY.

**A. Land Surfaces.**—This course is introductory to the study of the natural sciences. The material of the course is included under the following subjects: The Earth: its form, size, and density. Terrestrial magnetism. Three hours, first semester.—Prof. Tanner.

**B. Water Surfaces.**—Continuation of A. Distribution of water surfaces. The ocean: area, depth, composition, temperature, waves, currents, and tides. Three hours, second semester.—Prof. Tanner.

### DRAWING.

**A. Representative Art.**—The principles of freehand perspective will be given through a study of common household objects, and out-door scenes. Sketching will be done with pencil, charcoal, and brush. Texture and color will be studied through representation of land surfaces, trees, foliage, and animals. Requirement, the course in Preparatory Drawing, or its equivalent. Material: Pencils, paper, charcoal, water colors, drawing board. Two hours, first and second semesters.—Aretta Young.

**B. Representative Art.**—A continuation of A. with practice in quick and ready blackboard illustration for language, geography, and science lessons. Aims and methods of teaching drawing and form study in the elementary school, will be subjects for study and

discussion. Requirement, the course in A, or its equivalent. Material: paper for drawing and for color charts, pencils, charcoal, water-colors. Two hours, first and second semesters.—Aretta Young.

### PSYCHOLOGY.

**A. Elementary Psychology.**—Relation of Psychology to individual development. Psychology in Education. Roark, complete. Requirement. Algebra a. Three hours, first and second semesters.—Asst-Prof. Hickman.

**B. Pedagogical Psychology.**—Relation of Psychology to Sociology, Ethics, and Pedagogics. Lectures supplemented with complete text of Halleck's "Psychology and Psychic Culture." "Psychology of Education," by Compayre; "Psychology Applied to Education," by Baldwin. Requirements: Psychology A and Physiology A and B. Three hours per week, first and second semesters.—Prof. Brimhall

### THEORY OF TEACHING.

**A. History of Education.**—This course deals with educational aims, scope of education, outline history of education, and general theories of education as set forth by ancient and modern educators. Lectures supplemented by research on the part of the student. Seeley's "History of Education," and current educational literature. Two hours, first and second semesters.—Prof. Brimhall.

**B. School Management.**—Comparison of the so-called new education with the old education. The ideal and real in education. Relationship of educational factors, the home, the school, the church, the state, the press, society in general. Aptitudes in education. Persons whom education most affects; teachers, pupils, patrons, school officers. School management including school organization, regulations, rewards, punishments, recreations. School plans and programs. Lectures supplemented by personal research. White's "School Management" and Hughes' "Mistakes in Teaching." Three hours, first and second semesters.—Prof. Brimhall.

### PHYSIOLOGY.

**A. Elementary.**—A practical course in human physiology, which

will furnish a basis for the study of hygiene. Physical habits and development will receive special emphasis. Two hours, first semester.—Prof. Hickman.

**B. Elementary.**—A continuation of A. Two hours, second semester.—Prof. Hickman.

### PHYSICAL CULTURE.

**B. Physical Training for Women.**—The work is adapted to the needs of women and includes the Delsarte and Swedish systems. Two times per week, one hour credit.—Miss.....

# MISSIONARY DEPARTMENT.

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## GENERAL INFORMATION.

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### ENTRANCE REQUIREMENTS.

Admission to this department is free, with the exception of one dollar library fee charged all students. Reasonable preparation—such as to equal at least the seventh grade work of the district schools—will be required of all students entering this department. Where applicants present themselves with inefficient preparation, they will be recommended to take a semester or two in the Preparatory school previous to entering the Missionary classes.

### THE CURRICULUM.

The courses in the Missionary department, with the exception of the classes in English, have been laid out by the Church Board of Examiners in consultation with the First Council of Seventies. They embrace a range of information considered necessary for Elders in the field. The work will be varied somewhat according to the previous preparation of the student.

### THE CALL.

Young men and young women can become members of this department only through a call made by the First Presidency. They must therefore consider themselves on a mission as truly as if called into the field; or in other words, they must consider themselves, so far as character and deportment are concerned, as representatives of the Church of Jesus Christ of Latter-day Saints, must be willing to make the same sacrifices to complete the course that they would make to complete a mission, and remember that an honorable release is obtainable only through the authority that called them or by the termination of the course.

### CLASS ORGANIZATION.

For the purpose of getting nearer to one another and of taking



their place properly in all school contests, the Missionary students form themselves into a class, with president, secretary, treasurer, constitution and by-laws, banner, class-colors, and all the other adjuncts of student organizations. Remembering that Joseph Smith played ball with the boys on the square in Nauvoo, the students last year formed a creditable baseball team and had also a male chorus of which they were proud.

### INCIDENTAL WORK.

To the end that Missionary students may get all the practice possible, repetition classes, of eight or ten members each under a competent leader, are formed to discuss the doctrines and principles set forth in the regular class-work, and also to give further opportunity for the bearing of testimonies. These classes have proved of great value in leavening the worldliness of young men; on the principle that it is what we do, not what we learn, that moulds character. Another equally useful student class is what Dr. Maeser used to call a General Theological meeting. Students succeed each other in presiding, leading in singing, acting as secretary, preaching a discourse, answering questions, and bearing testimony—all more or less extempore and sometimes impromptu. At these meetings, which are held twice a week, all members of the class are present and visitors are invited.

### GENERAL DIRECTIONS.

Missionary students will present to the President the letters calling them to take the course. After that they will take the same steps to be admitted and be governed by the same rules and regulations as other students. See instructions elsewhere in this catalogue, especially pages 17 and 29.

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## EXPLANATION OF COURSES.

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### THEOLOGY.

**A. Principles of the Gospel.**—A study of the fundamental principles of the Gospel, using the standard works of the Church with

Elder Kelsch's "Practical References" as a guide. Five hours, first semester.—Elder Orin Jarvis.

**B. Continuation of A.**—Five hours, second semester.—Elder Orin Jarvis.

**C. Church History.**—A study of the leading events in the history of the Church, including the organization and duties of the various quorums of the Priesthood, the more important revelations to the Church considered in the order of their reception, a brief study of the Book of Mormon and the evidences of its authenticity, general Church information, training in the administration of the Gospel ordinances, and incidents of missionary experience. Five hours, first semester.—Elder Orin Jarvis.

**D. Continuation of C.**—Five hours, second semester.—Elder Orin Jarvis.

### READING.

**A. Scripture Reading.**—A selected course of reading aloud from the four Gospels, intended to train the students in the act of reading and to illustrate certain leading events and teachings in the life of the Savior. Throughout the course attention is paid to correct pronunciation, distinctness of utterance, breathing, exercises, etc., and to the meaning of the text. Three hours, first semester.—Prof. Nelson.

**B. Continuation of A.**—Reading from Acts and Epistles, with certain selections from the Old Testament, chiefly to illustrate doctrinal principles. Three hours, second semester.—Prof. Nelson.

### SINGING.

**A. Singing.**—Practice in part singing, the object being to acquaint young men with the most useful and popular missionary hymns. In this course the Y. M. M. I. A. and Missionary Song Book is used. Two hours, first semester.—Prof. Lund.

**B. Continuation of A.**—Two hours, second semester.—Prof. Lund.

### MISSIONARY ENGLISH.

**A. The Principles of Grammar.**—As treated in Reed and Kel-

logg's "Higher Lessons in English." The book is to be finished in one year. Special attention is to be given to faulty English. One day a week is to be devoted to Spelling and Punctuation, and one to Composition; especially letter-writing, keeping a journal, making out mission reports, and writing essays on missionary themes. Five hours, first semester.—Elder Orin Jarvis.

**B. Continuation of A.**—Students who have already had the beginning courses in English may elect advanced courses in the High school. Five hours, second semester.—Elder Orin Jarvis.

# THE BEAVER BRANCH.

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## GENERAL INFORMATION.

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### CALENDAR AND AUTHORITIES.

The current school year, 1902-1903, will be the fifth academic year of the Beaver Branch. The school opens for entrance examinations September 1, and instruction begins in all classes September 2. The calendar does not otherwise differ from that of the parent institution, save that there are no conference vacations, and school closes one week earlier, Commencement exercises being held on May 21, 1903. The Authorities of the institution consist of the Faculty, whose names are printed at the beginning of this catalogue, and the Executive committee, viz.: Charles D. White, John R. Murdock and M. L. Shepherd.

### LOCATION AND HISTORY.

Old Fort Cameron is situated at the mouth of Beaver canyon in the path of the mountain breezes, thus insuring good water and pure air—two elements necessary to a healthy school—and making it one of the most suitable locations for an educational institution in Utah, or indeed in the West.

The Fort consists of twenty-one large stone buildings, besides barns, workshops, etc., all substantially built. In the center is a drill ground of ten acres, now a campus, surrounding which are streets lined on both sides with shade trees. The houses face the street and thus face the square or campus. On the south of the Fort, situated on the banks of the stream, is a large grove, and surrounding this and the Fort are about 240 acres of excellent farm and pasture land, which in time will be used for an agricultural department.

This property, valued at twenty-five or thirty thousand dollars, came into the possession of the Brigham Young Academy mainly



through the gift of John R. Murdock and P. T. Farnsworth. A system of three reservoir sites of sufficient capacity to irrigate all the lands, and valued at three thousand dollars, was donated by A. Kent Farnsworth.

The people of Beaver county re-shingled and fitted up for school purposes all the buildings, and pledged themselves to donate twelve hundred dollars a year during ten years for school maintenance, while the Stake Academy board donated the Academy building upon which will be realized at least five thousand dollars. These with the appropriations made by the Academy at Provo, the tuition, and the amount received from rent of houses and rooms to students, makes an income sufficient for the establishment of a first-class high school.

### EDUCATIONAL AIMS.

With a view to carrying out the designs of the Founder of the parent institution, instructions are given:

1. In the principles and doctrines of the Church of Jesus Christ of Latter-day Saints. 2. In the principles of morality and moral responsibility. 3. In the elements of self-control, on the principle that a free people or a free person, must become such through self-control. 4. In the arts and sciences usually given in primary schools and high schools. 5. In such general training as will fit young people for practical life.

The aim, in short, is to promote man's complete development, physically, morally, intellectually, and spiritually.

### FEES AND EXPENSES.

All rents, fees, and tuition are payable in advance.

**Text-books.**—The school conducts its own book store, and books are sold to students at a slight margin above cost.

**Rooms.**—As the school owns its own buildings it is enabled to rent rooms at the very low figure of 75 cents up to \$2.00 per month. Houses of six rooms rent for \$6.00 per month. A deposit of \$1.00 will be required of students renting rooms, which will be returned upon the inspector of buildings finding same in good condition.

**Board.**—Board will cost from \$2.00 to \$2.50 per week. Where

students board themselves the cost is reduced. Students should provide themselves with the necessary furnishings for their rooms.

**Tuition.** — In the Normal department students may obtain a Life membership certificate for \$15.00 and pay a yearly expense of \$5.00 and a library fee of \$1.00, making the first year's expense \$21.00 and subsequent years \$6.00 per year; or he may pay a yearly fee of \$11.00 per year, and a library fee of \$1.00 per year without the membership certificate. Tuition per week: High school, \$1.25; Preparatory department, \$1.00.

A membership certificate issued by the Beaver Branch is good in the Academy at Provo, and so also one issued in Provo is good in Beaver.

In the Preparatory department a fee of \$10.00 per year with a library fee of \$1.00, will be charged.

**Graduation Fees.**—For High school diploma, \$5.00; for special certificate on one subject, \$1.00. A laboratory fee of \$2.00 is charged all who take Physics; \$1.00 is charged for Zoology, and \$1.00 for Botany.

**Dormitories.** — The school is well supplied with houses containing large, well-ventilated rooms. Renters are required to keep houses and surroundings in a clean and sanitary condition.

**Other Expenses.**—Wood for fuel can be purchased at from \$1.75 to \$2.50 per cord. Students having teams can easily haul their winter's supply from the adjacent hills, Saturdays. By bringing provisions from home and renting rooms, students will be able to attend school the entire year with a cash outlay of from \$50.00 to \$60.00.

### ADMISSION.

The Academy is open to students of both sexes and of any religious denomination. Evidences of good moral character, such as recommendations from Bishops or other worthy citizens, will be required, when the applicant for admission is not known. In cases of students not admitted on certificate, entrance examinations will be necessary in order to enroll in the High school. Such examinations will not be technical, but will be sufficiently searching to ascertain the student's scholastic standing, in order that teachers may advise him as to the most desirable class to enter.

## GRADUATION AND PROMOTION.

Students completing the work of the Preparatory department will receive a certificate of promotion to the High school. Students completing the three years of the Normal course, or receiving 108 hours' credit, are entitled to a certificate of promotion to the fourth year Normal course in the Academy at Provo, at the completion of which work, or the attainment of 144 hours of Normal credits, they are entitled to a Normal diploma. Or at the completion of three years work they are entitled to a diploma ranking them as College freshmen of the Academy in the courses of Pedagogy.

## THE POLYSOPHICAL SOCIETY.

This organization meets every Friday evening. Its aim is to furnish profitable recreation for the students. During the past year the best local and distant lecturers were secured. The lecture calendar will be arranged early in the year, and this promises to be one of the most profitable features of the school.

## LECTURES DURING 1091-2.

- Prin. Andrew B. Anderson, "Attention," Sept. 20.  
 Prof. Hanson of Beaver, "Robert Burns," Oct. 4.  
 Hon. R. R. Tanner, "Workings of the Legislature," Oct. 15.  
 Elder Jas. Ollerton, "Kings' Treasures," Oct. 25.  
 Prof. J. E. Hickman, "Progress of Science," Nov. 1.  
 Elder J. F. Tolton, "Rise and Fall of the Morrisites," Nov. 8.  
 Elder Pender of the Reorganized Church, "Book of Mormon,"  
 Nov. 15.  
 Elder W. Fotheringham, "Land of India," Nov. 22.  
 Rev. Brooks of the M. E. Church, "Success," Dec. 6.  
 Prof. Hinckley, "Science and the Bible," Dec. 13.  
 Prof. R. Maeser, "Scenes in Switzerland," Jan. 10.  
 Prof. J. T. Miller, "How to Keep Well," Jan. 24.  
 W. F. Knox, Esq., "History and Development of Law," Jan. 31.  
 O. F. McShane, Esq., "Advice to Young Teachers," Feb. 8.  
 Attorney O. A. Murdock, "Trial of Jesus Christ," Mar. 14.  
 Pres. Benjamin Cluff, Jr., "Countries of South America," Mar. 28.  
 Prof. N. L. Nelson, "Lucifer, Son of the Morning," April 4.



Prin. Andrew B. Anderson, "Aristocracies of the Past and Present," April 11.

Dr. J. M. Tanner, "Value of Books," May 15.

### **LIBRARY AND LABORATORY.**

Many books of reference have been added to the library since last year. Government periodicals, daily papers, journals, are also constantly received.

The laboratory of Physics and Chemistry has been very handsomely equipped with apparatus suited to the needs of the institution.

### **AMUSEMENTS.**

The school being located some distance from Beaver, students are afforded an excellent opportunity of regulating their own amusements. The beautiful Campus, a wide expanse of green sward, formerly the drill grounds of the United States troops, constitutes an irresistible invitation to athletic sports and manly games. The Concert hall, the best of its kind in the county, gives opportunities for dancing and theatrical entertainments. Social gatherings are frequently held where all meet on a common plane as one large family.

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### **DOMESTIC ORGANIZATION.**

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This department includes all students, no matter where they may board or lodge. Each boarding house is presided over by a Senior to whom the Faculty looks for the proper deportment of the boarding place. In regular Domestic meetings, instructions are given relation to proper living, caring for the health, amusements, and similar topics.

A branch of the Beaver ecclesiastical ward is organized, and includes all students living at the school. Sunday meetings, Sunday schools, M. I. associations, and Priesthood meetings are held at regularly appointed times.

### **RULES AND REGULATIONS.**

The following rules and regulations are intended merely as a guide not as a complete code:



1.—All students are subject to the rules and regulations both in and out of school.

2.—Profanity and obscenity in every form are strictly forbidden.

3.—The use of strong drink and tobacco is not allowed.

4.—Students may not attend public or private parties not under control of responsible persons. It is recommended that students attend no parties not under the control of the Academy.

5.—Irregularity in habits, keeping late hours, having improper associates, and visiting places of questionable repute, are strictly forbidden.

6.—All students are expected to be diligent in their studies and regular in attendance at exercises and classes.

7.—Where two or more students reside in one house, one of them will be appointed Senior.

8.—No student can honorably discontinue attendance, except at the close of a semester, without obtaining from the Principal an honorable release.

9.—In case of injudicious expenditure of means, any student may be called to account by the Principal.

10.—Persons having complaints against students should report the same while such students are in attendance.

11.—Violation of any rules of the Academy lays the offender liable to suspension or expulsion.

12.—On entering school each student is placed under the immediate care of a teacher who is known as his advisory teacher and to whom he will apply when in need of counsel or advice relative to his school duties and studies.

13.—The Faculty holds supervisory power over all arrangements for boarding and lodging in private houses.

14.—Students boarding or rooming at the school are not permitted to leave the grounds, for any length of time, without permission from their advisory teacher.

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## DEPARTMENTS OF THE SCHOOL.

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### THE PREPARATORY.

The work in this department is adapted for young people below

the high school grade who are somewhat advanced in years and whose opportunities have been too limited to complete the public school curriculum as far as the eighth grade.

There are no entrance requirements other than the desire to work and the determination to be a lady or a gentleman.

The studies are adjusted to the needs of the students. The work is not described as seventh, eighth, or any other specific grade; it is suited to the capacity of the students, whatever that may be. Special teachers are provided to assist those who are not prepared to enter regular classes.

Grown-up young people may enter this school without feeling the chagrin that often results from mingling with younger and smaller students in the public schools. Students of the Preparatory department have the same privileges as those in the High school.

### THE NORMAL.

The courses in this department are arranged with a view to fitting students to become teachers, the demand for whose services keeps far in advance of the supply. In order to attain a Normal diploma, the student must take the fourth year Normal work, including the courses in Training, in the parent institution.

### THE MUSIC.

Music instructions are given both in vocal and instrumental music. Pianos and organs are placed in comfortable rooms for students' practice. Chorus practices and vocal music class work furnish excellent opportunity for voice training. Arrangements may be made with the music Director for practice hours on the piano or the organ.

### NORMAL COURSE,

#### FIRST YEAR.

Theology a (Book of Mormon)..	3	Theology b (Book of Mormon)..	3
Algebra a.....	5	Algebra b.....	5
Physical Geography a.....	3	Physical Geography b.....	3
English a (Minor Classics).....	5	English b (Grammar).....	5
Vocal Music a.....	2	Vocal Music b.....	2
English i (Elocution).....	2	English i (Elocution).....	2

## SECOND YEAR.

<i>First Semester.</i>	<i>Hrs.</i>	<i>Second Semester.</i>	<i>Hrs.</i>
Theology c (Life of Christ).....	3	Theology d (Apostolic Age).....	3
Geometry a (Plane).....	3	Geometry b (Plane).....	3
English c (Rhetoric) .....	5	English d (Rhetoric) .....	5
Physiology a.....	2	Physiology b.....	2
Drawing a.....	2	Drawing b.....	2
Zoology a (Zoology).....	5	Botany a.....	5

## THIRD YEAR.

Theology e (Old Testament) ...	3	Theology f (Old Testament) ...	3
Physics a.....	4	Physics b.....	4
English e (Classics)..	3	English f (Classics).....	3
Psychology a.....	3	Psychology b.....	3
Theory of Teaching a.....	2	Theory of Teaching b.....	2
History a (Colonial).....	3	History b (U. S.).....	3
Civics a (Civil Government)...	2	Civics b (Civil Government)...	2

## EXPLANATION OF COURSES.

## THEOLOGY.

**A. Book of Mormon.**—History of its coming forth and relationship of the various books composing it. Students will read first half, including Book of Ether. Reynolds' "Story of the Book of Mormon" may be used for reference. Three hours, first semester.

**B. Book of Mormon.**—External evidence of its divine authenticity. The doctrinal aspects of its teachings will be especially dwelt upon. Students will read second half and re-read didactic portions of the book. Orson Pratt's "Divine Authenticity of the Book of Mormon" will also be read. Three hours, second semester.

**C. Life of Christ.**—The story of Christ's life will be followed as developed in the four Gospels, which students will be required to read. Special emphasis will be given to the principles he taught. Farrar's "Life of Christ" may be read for reference. Three hours, first semester.



**D. Apostolic Age.**—The lives and missionary work of the Apostles as set forth in the New Testament will be taken up. Students will read the Acts, the Epistles, and Revelations. Three hours, second semester.

**E. Old Testament.**—Historical relationship of the Books in the Old Testament. Students will read the narrative portions of the text including Kings, Chronicles, Samuel, Job, and Esther. Teacher will set forth the divine authenticity of the book. Three hours, first semester.

**F. Old Testament.**—Students will read the poetic, didactic, and prophetic books of the Old Testament. Special emphasis will be placed on those prophecies which have their fulfillment in our day. Three hours, second semester.

## ALGEBRA.

**A. Elementary.**—This course is designed for beginners and will include a careful consideration of the subjects treated in Wells' "Essentials of Algebra" to page 138. Five hours, first and second semesters.

**B. Elementary.**—Continuation of A. Wells' "Essentials of Algebra" to page 270. (Omitting Ratio and Proportion). Required Algebra A. Five hours, first and second semesters.

## PHYSICAL GEOGRAPHY.

**A. Elementary.**—This course is introductory to the study of the natural sciences. The material of the course is included under the following subjects: The Earth: its form, size, and density. Terrestrial magnetism. Distribution of water surface. The Ocean: area, depth, composition, temperature, waves, currents, tides. Three hours, first semester.

**B. Elementary.**—Continuation of Course A. Land: varieties of land surface, treated in the light of their evolution. Three hours, second semester.

## ENGLISH.

**A. Minor Classics.**—In this course several important purposes



are to be subserved. In the first place the student is to be made acquainted with some of the simplest but most beautiful of the American classics. In the second place, he is to be taught to read intelligibly; and as intelligible reading is mainly a question of clear interpretation of thought, the second purpose is directly in line with the first. Then, two days a week are to be devoted to spelling and punctuation, subject matter for which is also to be taken from the classics studied. As will be seen, the general aim is to lay a foundation in literature on which to build the courses in English which are to follow. The text followed will be "Masterpieces of American Literature."

**B. English Grammar.**—Experience has demonstrated that the grammar course of the grades is insufficient as a basis for higher work in English, hence the offering of this course. Special attention is given to the diagraming of sentences, it being a demonstrated fact that without the practice in analysis given by such a method students are unable to correct their habits of faulty English by any other guide than what sounds right, which is practically no guide at all. Buehler's "Modern Grammar" and Strang's "Exercises in English" first half. Five hours, first and second semesters.

**C. Outlines of Rhetoric.**—Course C is required. A thorough course in diction forms the subject matter of this course. Genung's "Outlines of Rhetoric." Original narratives and descriptions. Five hours a week additional given by the teacher to individual criticism of compositions. Students will read in connection with this course the "Vicar of Wakefield," the "Ancient Mariner," and the "Merchant of Venice" (Ginn & Co.) Five hours, first semester.

**D. Outlines of Rhetoric.**—Course C is required. The rhetorical elements of the sentence are considered in this course. Scott and Denny's "Elementary Composition," and Strang's "Exercises in English," second half. Narrative and descriptive writing continues to be the basis of composition work as in C. Oral and written composition alternate weekly. Two hours per week given to individual criticism of compositions. Students will read in connection with this course Irving's "Sketch Book," Burns' "Representative Poems," and "Macbeth" (Ginn & Co.). Five hours, second semester.

**E. English Classics.**—This course is devoted to a critical study of British and American Classics, to be chosen by the teacher during the progress of the historical narrative of the works involved. A paper will be required each semester on some subject suggested by the student. This course is recommended to students expecting to enter college. To be read by students: Pancoast's "Introduction to English Literature." English C and D are required. Three hours, first semester.

**F. English Classics.**—This course is a continuation of English E. Same texts and methods. Three hours, second semester.

**I. Normal Reading.**—This course aims to produce fluent and effective readers; to cause the eye to grasp words quickly and unerringly, and train the organs of speech to pronounce them firmly and unhesitatingly. Attention to diacritical marks and drill in pronunciation, voice culture, articulation, and personal bearing, occupy portions of the time. The reading is supplemented by newspaper and magazine articles. Two hours, first semester.

**J. Fundamentals of Expression.**—In this course, ease and grace in personal bearing and gesture, the development of the lungs, the cultivation and control of the voice, the overcoming of nervousness, and the cultivation of nerve energy, of distinctness in articulation, and of a wide latitude in oral delivery, are the points kept in view. By daily drills in these various directions proper habits are formed. Two hours, second semester.

### VOCAL MUSIC.

**A. Reading and Voice-building.**—Two hours, first semester.

**B. Reading and Part-singing.**—Two hours, second semester.

### GEOMETRY.

**A. Plane.**—First and Second Books of Wells' "Essentials of Plane Geometry," or Phillips and Fisher's "Plane Geometry." Required, Algebra A. Three hours, first semester.

**B. Plane.**—Completion of Wells' "Essentials of Plane Geome-

try," or Phillips and Fisher's "Plane Geometry." Required, Geometry A. Three hours, second semester.

### PHYSIOLOGY.

**A. Elementary.**—A practical course in human physiology, which will furnish a basis for the study of hygiene. Physical habits and development will receive special emphasis. Two hours, first semester.

**B. Elementary.**—A continuation of A. Two hours, second semester.

### DRAWING.

**A. Representative Art.**—The principles of freehand perspective will be given through a study of common household objects, and out-door scenes. Sketching will be done with pencil, charcoal, and brush. Texture and color will be studied through representation of land surfaces, trees, foliage, and animals. Requirement, the course in Preparatory Drawing, or its equivalent. Material: Pencils, paper, charcoal, water colors, drawing-board. Two hours, first and second semesters.

**B. Representative Art.**—A continuation of A. with practice in quick and ready blackboard illustration for language, geography, and science lessons. Aims and methods of teaching drawing and form study in the elementary school, will be subjects for study and discussion. Requirement, the course in A, or its equivalent. Material: paper for drawing and for color charts, pencils, charcoal, water-colors. Two hours, first and second semesters.

### ZOOLOGY.

**A. Elementary.** — This course aims to give a knowledge of the structure and relationship of animals as gained from the systematic study and dissection of specimen types in the laboratory. Half a semester is devoted to the lower forms of animal life and a half to the study of vertebrate zoology and classification. Recommended as work of reference: Orton's Comparative Zoology. Two recitations and three laboratory periods. Physiology A and B are required for this course. Five hours, first semester.

### BOTANY.

**A. Elementary.** — This course should be preceded by Physica



Geography. The aim in this course is to give a fundamental knowledge of the plant kingdom; to make teachers acquainted with the general structure and relationship of plants, especially of the inter-mountain region. Each student is expected properly to classify, label, and mount fifty species of plants. Bergen's "Foundations of Botany" will be used as a text. Three recitations and two laboratory periods each week. Five hours' credit, second semester.

### PHYSICS.

**A. Elementary Physics.**—A knowledge of physics is necessary in nearly all departments of learning. It enables the student to understand the forces of nature, the fundamental principles of machinery, and the use of scientific instruments. The work consists (1) of lectures illustrated with experiments and demonstrations, (2) of class recitations, and (3) of laboratory work. The student handles the necessary apparatus and proves for himself the laws and principles discussed in the class. The department is thoroughly equipped with fine apparatus. Every student is required to do three hours' careful work in the laboratory each week. A fee of \$1.50 is charged for materials used and breakages. This course includes properties of matter, mechanical forces of solids and liquids, motion, sound, and energy. A knowledge of elementary algebra is required. Hoadley's "Brief Course in Physics." Four hours, first semester.

**B. Elementary Physics.**—Continuation of course A. This course includes heat, light, magnetism, and electricity. Hoadley's "Brief Course in Physics." Four hours, second semester.

### HISTORY.

**A. Colonial.**—Periods of discovery, exploration, and colonization. Territorial adjustments; revolutionary period; lectures, discussions, and original work by students on important topics. Channing's "Student's History of the United States," supplemented by standard historical works. Three hours, first semester.

**B. United States.**—Critical period, and the formation of the Constitution. Westward expansion; rise, development, and solution of the slavery question; the Civil war and Reconstruction. Method of treatment and reference same as in course A. Three hours, second semester.



## PSYCHOLOGY.

**A. Elementary Psychology.**—Relation of Psychology to individual development. Psychology in Education. Roark, complete. Requirement. Algebra a. Three hours, first and second semesters.

**B. Pedagogical Psychology.**—Relation of Psychology to Sociology, Ethics, and Pedagogics. Lectures supplemented with complete text of Halleck's "Psychology and Psychic Culture." "Psychology of Education," by Compayre; "Psychology Applied to Education," by Baldwin. Requirements: Psychology A and Physiology A and B. Three hours per week, first and second semesters.

## THEORY OF TEACHING.

**A. History of Education.**—This course deals with educational aims, scope of education, outline history of education, and general theories of education as set forth by ancient and modern educators. Lectures supplemented by research on the part of the student. Seeley's "History of Education," and current educational literature. Two hours, first and second semesters.

**B. School Management.**—Comparison of the so-called new education with the old education. The ideal and real in education. Relationship of educational factors, the home, the school, the church, the state, the press, society in general. Aptitudes in education. Persons whom education most affects; teachers, pupils, patrons, school officers. School management including school organization, regulations, rewards, punishments, recreations. School plans and programs. Lectures supplemented by personal research. White's "School Management" and Hughes' "Mistakes in Teaching." Three hours, first and second semesters.

## CIVICS.

**A. Civil Government.**—The making of the American government, the state government, and the national government. Two hours, first semester.

**B. Civil Government.**—Continuation of A. Two hours, second semester.

# ENROLLMENT OF STUDENTS.

## FIRST SEMESTER OF THE YEAR 1901-1802.

**Note.**—On entering school during the coming year, students will add the number of hours credit received for their second semester's work to the number they had at the close of the first semester, in order to know which class they properly belong to. The credits here published represent only the work done up till the close of the first semester.

### COLLEGIATE DEPARTMENT.

#### Seniors.

OR STUDENTS WHO HAVE 204 TO 234 HOURS CREDIT AT THE CLOSE  
OF FIRST SEMESTER 1901-2.

Holbrook, Jean Clara.....	Provo, Utah
Neff, Andrew L.....	“ “
Ollerton, Mary J.....	Parowan “
Peterson, Joseph.....	Kanesville “
Reese, Lafayette.....	Wales “
Smith, Zora.....	Provo “

#### Juniors.

OR STUDENTS WHO HAVE 174 TO 203 HOURS CREDIT AT THE CLOSE  
OF FIRST SEMESTER, 1901-2.

Court, Thos. S.....	Provo, Utah
Little, Malcolm.....	“ “
Pack, Mosher F.....	Kamas “
Ward, May.....	Parowan “

**Sophomores.**

OR STUDENTS WHO HAVE 144 TO 173 HOURS CREDIT AT THE CLOSE  
OF FIRST SEMESTER, 1901-2.

Adams, Wm. R.....	Parowan, Utah
Broadbent, Sylvester.....	Monroe “
Fletcher, Calvin.....	Provo “
Jarvis, Clarence S.....	St. George “
Mellor, John O.....	Fayette “
Rust, David D.....	Caineville “
Sorenson, Vio.....	Gunnison “
Talmage, Susa.....	Provo “
Whittaker, Louise.....	Circleville “

**Freshmen.**

OR STUDENTS WHO HAVE 108 TO 143 HOURS CREDIT AT THE CLOSE  
OF THE FIRST SEMESTER, 1901-2.

Ashby, Robert.....	Holden, Utah
Colton, Byron O.....	Vernal “
Colton, Warren A.....	“ “
Cope, George M.....	Tropic “
Edmunds, David J.....	Wales “
Fillerup, Albert.....	Vinyard “
Harris, Silas A.....	Provo “
Hooks, Elmer.....	“ “
Johnson, Andrew Theodore.....	Vernal “
Johnson, Sadie L.....	Provo “
Laney, George C.....	Kamas “
Nielson, Erastus A.....	Sanford, Colo.
Secrist, Horace.....	Farmington, Utah

**COMMERCIAL CLASS.**

<i>Name of Student.</i>	<i>Home Address.</i>	<i>No. hours Credit.</i>
Adams, Leonard E.....	American Fork, Utah.....	20
Alleman, John W.....	Springville.....	93
Alleman, Clifford.....	“ .....	40
Anderberg, Thilda.....	Provo .....	44
Andrus, Charles.....	St. George.....	3
Barney, Royal T.....	Provo.....	2

Beck, Minnie.....	Alpine.....	81
Beckstead, Charles M.....	West Jordan.....	23
Billings, Leona.....	Provo.....	13
Brown, Jasper D.....	Grantsville .....	18
Bushman, Elias A.....	Lehi.....	15
Cassity, Sadie.....	Am. Fork.....	20
Chadwick, Arthur.....	Preston, Idaho.....	58
Coons, Thaddeus P.....	Center Ward, Utah.....	42
Crandall, Mead.....	Springville.....	0
Crandall, Earl.....	“ .....	20
Crane, Bert.....	Provo.....	22
Cummings, Ada A.....	Heber .....	5
Deal, Ella.....	Springville.....	15
Dean, Charles.....	Woodruff .....	10
Dean, Albert.....	“ .....	10
Decker, James B.....	Bluff .....	36
Dennis, Edna.....	Eureka.....	12
Dockstader, George L.....	Coyote.....	0
Edmunds, Nathaniel L.....	Wales.....	98
Edwards, John.....	Emery.....	0
Ellertson, Louis.....	Mona.....	23
Erickson, Clarence.....	Provo .....	9
Farrer, Wayne.....	“ .....	23
Gardner, Heber C.....	Salem.....	5
Gilbert, John K.....	Scofield.....	15
Gillespie, Goldia.....	Goshen, Utah.....	15
Glade, Earl J.....	Park City.....✓	20
Goodwin, Derrick.....	Heber.....	0
Groesbeck, Edward.....	Springville.....	8
Hall, Nels.....	Provo.....	15
Hayes, John E.....	Pl. Grove.....	40
Higgs, George H.....	Provo.....	40
Hinckley, L. Vivian.....	Provo .....	12
Hudson, Albert R.....	Santaquin.....	80
Hulet, Charles F.....	Snowflake, Arizona.....	23
Huntington, Emery.....	Hebron, Utah.....	18
Hyde, Blanch.....	Springville.....	20
Jefferies, Murray.....	Grantsville .....	0



Jones, Pearl.....	Provo.....	10
Kartchner, Asael.....	Timpanogas .....	35
LeBaron, David A.....	Mesa, Arizona.....	8
Lowry, Wallace.....	Manti, Utah.....	48
Malin, Annie.....	Hoytsville .....	0
Maycock, Berry.....	Springville.....	13
McFadden, Rosa.....	Eureka .....	0
McGuire, John F.....	Heber.....	10
McKenna, Charles B. ....	St. Anthony, Idaho.....	37
Metcalf, Junius.....	Gunnison.....	15
Mickleson, James.....	Manti.....	76
Miller, Robert.....	Provo .....	10
Moore, Eden.....	“ .....	5
Moyle, Parley.....	Alpine .....	15
Muir, Milton.....	Randolph .....	3
Murdock, Royal .....	Charleston .....	41
Murdock, Joseph.....	Heber.....	13
Olson, Jacob.....	Salem.....	12
Pack, Thomas.....	Kamas.....	18
Paxman, Monroe.....	Provo.....	17
Peterson, Brigham Y.....	St. John, Arizona.....	5
“ George W.....	Mesa .....	32
“ Lena.....	Mt. Pleasant, Utah.....	10
Phelps, Gove.....	Mesa, Arizona.....	100
Preston, Sara E.....	Am. Fork, Utah.....	92
Price, James R.....	Charleston.....	58
Keed, Lemuel H.....	Bluff .....	62
Rees, John T.....	Frisco .....	13
“ David E.....	“ .....	12
Reynolds, Joseph A.....	Springville .....	20
Rhodes, Julia.....	Lehi.....	38
Richman, Fred.....	Provo.....	44
Robinson, May.....	Am. Fork.....	32
Roper, Howard D.....	Gunnison.....	15
Russell, John L.....	Provo .....	19
Rowan, Elliott .....	Coyote.....	21
Salisbury, Gee.....	Timpanogas.....	72
Sells, Wilford J.....	Nephi.....	66

Shelley, Theodocia.....	Shelley, Idaho.....	57
Smith, Thomas W.....	Preston.....	43
Stallings, Mary.....	Salt Lake City.....	50
“ James A.....	“ “ “ .....	43
“ William.....	“ “ “ .....	18
Steel, William J.....	Iona, Idaho.....	43
“ James H.....	“ “ .....	37
Stephensen, Albert.....	Holden.....	5
Strong, Elmer.....	Provo.....	25
Taylor, William J.....	“ .....	37
Turner, William J.....	Charleston.....	15
Wadsworth, William.....	Panacca, Nevada.....	0
“ Earnest.....	“ “ .....	0
“ John.....	“ “ .....	13
Walters, Bernard G.....	Pl. Grove, Utah.....	0
Walton, Andrew J.....	Scofield.....	17
White, Hanmer, J.....	Pl. Grove.....	17
Whiteley, Earl.....	London.....	20
Whittaker, Archie.....	Springville.....	101
Williams, Rula.....	Provo.....	5
Woodard, Jededia.....	Woodland.....	0
“ Calvin.....	“ .....	3
Woodruff, David.....	Burlington, Wyoming.....	10
Woolley, Royal B.....	Kanab, Utah.....	69

## NORMAL AND HIGH SCHOOL.

### Class of 1903,

OR STUDENTS WHO HAVE 108 TO 144 HOURS CREDIT AT THE CLOSE  
OF FIRST SEMESTER, 1901-02.

Ashby, Robert, Holden, Utah	Hooks, Elmer, “
Colton, Byron O., Vernal	Johnson, Andrew T., Vernal
“ Warren A., “	“ Sadie L., Provo
Cope, George H., Tropic	Laney, George C., Kamas
Edmunds, David J., Wales	Nielson, Erastus A., Sanford, Colo.
Fillerup, Albert, Vinyard	Secrist, Horace, Farmington, Ut.
Harris, Silas A., Provo	

**Class of 1904,**

OR STUDENTS WHO HAVE 72 to 107 HOURS CREDIT AT THE CLOSE OF  
FIRST SEMESTER, 1901-02.

Anderson, Joseph, Lehi, Utah	Hoagland, Georgia, Provo
Barney, Viola, E., Provo	Kartchner, Mark E., "
Bates Hattie M., Payson	Kelley, Orson, American Fork
Beesley, Mary J., Provo	Lane, Luella M., Forsythe, Mont
Bird, Frances, Springville	Merrill, Horace, Provo
Brimhall, Hannah, Payson	Mumford, Mattie C., Beaver
" Wells, Provo	Oliver, Nellie, Provo
Brockbank, Isaac E., Spanish Fork	Olson, Mary Jane, Salem
Campbell, Orson D., Provo	Pack, Lambert, Kamas
Collier, Joab Daniel, Vernal	Schofield, Nellie, Evanston, Wyo
Colton, Charles, "	Stephensen, Lettie A., Holden, Ut
Colvin, Irene, Payson	Stevens Lettie M., Bluff
Cropper, Hannah, Deseret	Stewart Scott, Provo
Finlayson, Lisle, Payson	Woodward, Robert L., Vernal
Hales, Matilda, Deseret	Woolley, Dilworth, Kanab
Hammond, Fletcher B., Moab	Young, Lucile, Provo

**Class of 1905,**

OR STUDENTS WHO HAVE 36 TO 71 HOURS CREDIT AT THE CLOSE OF  
FIRST SEMESTER, 1901-02.

Allred, Minerva, Lehi, Utah	Crowther, Grace, Sanford, Colo
" John G., "	Eggertsen, Achsa, Provo, Utah
Ashby, Edith, Holden	Elliott, Kate, "
Ashworth, Ellis, Provo	Fletcher, Harvey, "
Austin, Agnes, Lehi	Francis, Nellie J., Lake Shore
Babbitt, Homer S., Mesa, Arizona	" Rosa, " "
Beasley, Mary, Provo, Utah	Francom, William S., Payson
Boyer, Dell D., Springville	Gallup, Pearl, Oakland
Brimhall, Mark, Provo	Gardner, Clarence, Pine Valley
Brown, Sytha, Pleasant Grove	Greer, Margaret G., Provo
Burridge, George T., St. John	Hacking, William R., Vernal
Clark, Cecil, Panguitch	" John G., "
Colvin, Kady, Payson	Hanson, Ellen J., Levan
Cox, Elvira, Fairview	Hiatt, Rilla, Salem
Crandall, Bertha, Springville	Higgs, Brigham Thomas, Provo

Hill, George R., Springville	Rees, Esther, Provo
“ Elsie, Lake Shore	Rencher, Maud, Pine Valley
Hines, Tressa M., Provo	Roberts, Eugene L., Provo
Holbrook, Ora L., “	Robinson, John H., Am. Fork
Holdaway, Etna Neal, Provo	Robison, Albert, Fillmore
Holladay, Chas. O., Santaquin	Sevey, Sarepta, Panguitch
Howe, Effie B., Provo	Sharp, Amy, Lehi
Jarvis, Anni C., St. George	Snow, Alice, Manti
Jarvis, Brigham, Jr., St. George	Sorenson, E. Cornelia, Gunnison
Johnson, John P., Spring City	Stewart, John R., Provo
“ James, Salem	Stubbs, Mamie, “
Jones, Joseph H., Payson	Sutton, Claud, Grantsville
Kilpack, Frank H., Manti	Taylor, May, Heber
Lowe, Royal C., Willard	“ Lee, Salem
“ William J., “	“ Louie, Goshen
Madson, Eunice, Manti	Thompson, Nancy E., Lima, Mont
Mickleson, William, Parowan	Tuttle, Bernice, Manti, Utah
Murdock, Dora, Heber	Vickers, Thos. W., Nephi
Nebeker, Aurora, Payson	Walters, Louis, Pl. Grove
Olmstead, Nora, Lehi	“ Lydia, “
Page, May, Payson	Warnick, Effie, Manila
Paxton, Susannah, Kanosh	Webb, Delbert, Monroe
Pratt, M. Lester, Provo	Wilkins, Oscar W. Peoa

### Class of 1906,

OR STUDENTS WHO HAVE 0 TO 35 HOURS CREDIT AT THE CLOSE OF  
FIRST SEMESTER, 1901-02.

Acord, Jacob A., Provo, Utah.	Andrus, Vilate, St. George
Adams, Morgan, Parowan	Aplanap, William W., Midway
“ Cornelia, Verdure	Archibald, Marjory, Park City
Alder, John A., Manti	Armitstead, Tressa, Provo
Allen, Cora J., Coalville	Bailey, Ellsworth, Mesa, Arizona
Allred, Clarence E, Lehi	Barney, Bertha, Provo, Utah
“ Lucy Emeline, Hinckley	Bassett, William, “
Alvey, Thomas, Escalante	Bayles, Annie, Bluff
Anderson, Geo. A., Fountain Green	Beckstrand, Alma, Meadow
“ Etta, Manti	Bennett, Hattie May, Provo
“ Matilda J., Fairview	Berry, Wm. W., St. Johns, Arizona



- Bestlemyer, John, Provo, Utah  
 Bigler, Maud, St. George  
 Bird, Reed, Springville  
   " Hannah, Mapleton  
 Black, Cora, Provo  
 Blake, Jane, Lake View  
 Boren, Polly May, Wallsberg  
 Brann, Virginia, Provo  
 Branch, Eliza Jane, Coalville  
 Brannan, Lily, Vernal  
 Brimhall, Dean, Provo  
   " Harris, Spanish Fork  
 Bunker, Albert, Bunkerville, Nev  
   " Lillian, " "  
 Burridge, William, St. John, Utah  
 Busby, Viola, Cedar Fort  
 Bushnell, Delbert, Meadow  
 Butt, Lenora, Verdure  
 Buttcane, Alfred, Tilden, Idaho  
 Call, Vosco, Willard, Utah  
   " Margaret E., Willard  
 Cannon, Josephine, St. George  
   " Eva, "  
   " Woodruff, "  
 Carleston, Peter C., Fairview  
 Childs, Loa, Gunnison  
   " Emma, Springville  
   " Beatrice, Gunnison  
 Clark, Joseph C., Panguitch  
 Colvin, Curtis, Payson  
 Cox, Fred, Manti  
   " Edward, Bunkerville, Nev  
   " Louisa, St. George, Utah  
 Cram, Mark W., Provo  
 Crandall, Merl, Springville  
 Crawford, May, Manti  
   " Merriam, Manti  
 Cutler, Ross B., Glendale  
 Davis, Ella, Springville  
   " Robert C., Provo  
   " Richard L., "  
 Day, Orville, Fairview  
 Dorrell, Eliza M., Panaca, Nev  
 Driggs, Joseph B., West Jordan, Ut  
 Duke, Adolphia R., Heber  
 Dunn, Hannah, Provo  
 Dusenberry, Genevieve, Provo  
 Edgel, Frank, Hoytsville  
   " William, "  
 Edmunds, Annie, Wales  
   " Kate, "  
 Ekins, Ella, Provo  
 Ellertson, Etta, Mona  
 Elliott, Hazel, Provo  
 Ercanbrack, Alta, Provo  
 Evans, Mosiah, Lehi  
   " George H., Kamas  
   " Fred, Provo  
 Ewell, Permit, Helper  
 Facer, Printha E., Cherry Creek, Id  
 Farnsworth, Jos. H., Coalville, Ut  
   " Editha, Beaver  
 Ferguson, Annie, Lake Shore  
 Fillerup, Sophus A., Vinyard  
 Forgie, William, Milford  
 Francom, Elias, Payson  
 Frank, Elvera, Santaquin  
 Freeman, Iva, Salt Lake City  
   " Marinda, Salt Lake City  
 Fuller, Frank C., Provo  
 Gardner, William N., Salem  
 Gourley, David, Provo  
 Graham, Selma, Milburn  
 Grange, Violate, Huntington  
 Greenwood, Marion, Fillmore  
 Grover, Joseph T., Provo

Gudmunsen, Bessie, Springville	Lee, Stewart, Iona, Idaho
“ Ray, Iona, Idaho	Leitham, Wm. T., Lake Shore, Ut
Guyman, Jos. H., Huntington, Ut	Lindsay, George C., Heber
Hales, Inez, Spanish Fork	Loveless, Vilate, Timpanogas
Hammond, Joseph H., Moab	Lowe, Richard F., Austin, Idaho
Harmer, Bertha, Springville	“ Olive, Park City, Utah
Harris, Lottie, Provo	Lowry, Harold, Manti
Harvey, Kate, Pleasant Grove	“ Leo, “
Hasler, Mina, Mt. Pleasant	Lund, William, St. George
Hatch, John L., Woods Cross	Madson, Delia C., Salem
Henrie, Alvira, Provo	Malin, Chester, Hoytsville
Hill, John S. Springville	Maloy, Minnie, Sanford, Colorado
Hilton, Annie M., Abraham	McIntosh, Annie, St. John, Utah
Hines, Arnold, Provo	Melville, Lois, Fillmore
Hobson, Lois, Hoytsville	“ Eva, “
Holman, Artemus E., Pl. Grove	Mendenhall, John W., Mapleton
“ Edith, “	“ Thomas T., “
Holt, Martha E., Spanish Fork	Merriam, Orissa, Manti
Houston, Josephine, Panguitch	Mickleson, Annie, “
Houtz, Matilda, Springville	Miller, Elsie, Provo
Hunter, Wallace, American Fork	“ Laura, Helper
Iverson, Alice L., Salem	Miner, Floyd, Springville
Jakeman, Frank, Provo	Morgan, Ralph D., Sp. Fork, Utah
Jepperson, Samuel, “	Mortensen, Sadie, Sanford, Colo
Johnson, Beada, Lindon	Murdock, Vern, Heber, Utah
“ Cassie, Springville	“ Josie, Charleston
“ Nancy Lillian, Provo	Nash, Josephine, Salem
Jolley, Ida, Glendale	Neff, Nancy M. L., Provo
Jorgensen, Enoch, Scofield	Nelson, Sarah, American Fork,
Keeler, Charles O., Provo	Nielson, Lula, Fairview
Kienke, John H., Nephi	Nordgren, Jared, Monroe
Knight, Jennie, Provo	Nuttall, Rosa, Wallsberg
Knudson, Nettie, “	Olson, Luella, Emery
“ Heber A., “	Overson, Sadie, Leamington
“ Wilford, “	Pace, Eliza, Park City
Langstaff, Mamie, “	Passey, James S., Mesa, Arizona
Larson, Edith, Mt. Pleasant	“ Joseph, “ “
“ Archie, Monroe	Paxman, Alma, Provo, Utah

Peay, George M., Provo	Shelton, Francis, Heber
“ Margaretta, “	Slaughter, Charles, Hinckley
Pearce, Annie M., “	Smith, Jesse N., Lehi
Pierce, Pearl Snow, Salt Lake City	“ Joseph F., “
Perkins, Maggie, Bluff	“ Myrtle, Monroe
Peterson, Azua, Mapleton	“ Emily J., Manassa, Colo
“ Crista, Fairview	Smoot, Harold Reed, Provo, Utah
“ Elise, Diaz, Mexico	Snow, Mark A., “
“ Millie, Scipio, Utah	“ Moroni Murray, “
Pickett, Leo, St. George	“ Fred W., Manti
Potter, Olive Pearl, Provo	“ Josephine C., St. George
Poulson, P. A., Manti	“ Lauretta, Manti
“ Henry O., Richfield	Snyder, Emma, Vernal
Powell, Eleanor, Spanish Fork	Sorenson, Joseph, Mayfield
“ James A., Upton	Stevens, Sarah Armina, Holden
Pratt, Louisa, Hinckley	“ George, Parowan
Prescott, Alba, Francis	Stott, Earl, Meadow
Prior, Lizzie, Spanish Fork	Sutton, Arthur, Provo
Pyne, Edna Ella, Provo	Taft, Pearl, “
Rasband, Sadie, Park City	Taylor, May “
Rasmusson, Andrew T., Spring City	“ Adar, Salem
Rawlinson, Soren, Oak City	Tennant, Etta, Manti
Rees, Dora, Wales	Thatcher, Pearl, Provo
“ May, “	Thompson, Ellis, Scipio
Reeve, John, Hinckley	“ Joseph S., St. George
Roberts, Alice, Lehi	Thurman, William, Provo
“ Lamar, Pl. View	“ Lydia, “
Robinson, John, Mona	Tuttle, Fred, Manti
Robison, Stella, Provo	Vance, Wilford, Mesa, Arizona
Rowe, Nora, Spanish Fork	“ Matilda, Pl. View, Utah
“ Owen, “ “	Vane, Louise, Springville
Roylance, Lafael H., Springville	Wakefield, Marion E., Huntington
Sabin, Ruth, Salem	Walker, Ezra B., Lindon
Salmon, Mattie, Coalville	Wadsworth, Sadie, Panacca, Nev
Sanberg, Niels, St. George	Walsh, John R., Farmington, Utah
Seegmiller, Amelia, Richfield	Walton, Dyke, Woodruff
“ Sadie, “	“ Hattie E., Scofield
“ Junius, “	Ward, Cora, Provo



Wasden, Kate G., Gunnison	Wilkins, Gertrude, Provo
Webb, Ephraim, St. George	Wilson, Nellie, Wallsberg
“ Arthur, Lehi	Witney, Sarah, Springville,
Wentz, Lillian, Timpanogas	Woodward, Hugh M., Manassa, Colo
Western, Ruth, Deseret,	Workman, Nellie P., Orderville, Uta.
Westwood, Philip, Springville	Wright, Jemmima, Charleston
Whiting, Margaret, Mapleton,	Young, Beatrice, Provo
Whitmore, George, Springville	

### Missionary Class—First Semester.

Allred, Wilford, Spring City, Utah	Laub, Leonard, Hebron
“ Harriet H., Lehi	Lee, Philip A., Panacca, Nev
Armstrong, Roy, Cedar	✓ Lindsay, James L., Heber, Utah
Ballard, William, Grafton,	✓ <del>Madson, John P., Vinyard</del>
<del>Beathers, Zadock A., Heber</del>	Marshall, George, Minersville
Bell, S. C., Cedar	McArthur, Moroni, St. George
Black, George K., Coyote	✓ McDonald, John W., Heber
<del>Boren, Roy, Provo</del>	✓ McKnight, John F., Provo
<del>Brimhall, Silas, Spanish Fork</del>	“ Mamie, “
✓ Bunnell, Stephen I., Provo	✓ Mecham, Wallace, Wallsberg
Burgener, Alma A., Midway	Moon, Lester E., Bench Creek
Burgess, Fredrick, Bunkerville, Nev	Mumford, William, Beaver
✓ Child, Edward, Springville, Utah	✓ Orgill, Thomas, Heber
Christensen, Arthur, Gunnison	Page, Robert G., Cedar
Cluff, William D., Elkhorn, Idaho	“ Alma N., Francis Ward
Emett, William M., Kanab, Utah	Richards, John C., West Jordan
Gallup, William, Oakland	✓ <del>Ruper, John, Provo</del>
Goold, William, Monroe	Stanworth, Emanuel N., Grafton
✓ Huffaker, Royal, Midway	Thorley, Henry, Cedar
Jackson, Lafayette, Manassa, Colo	Turnbow, Frank, Woodland
Jarvis, Erastus L., St. George, Utah	✓ Watkins, Archie, Midway
Jenson, Christian, Bunkerville, Nev	✓ <del>Weight, Ralph, Springville</del>
Johnson, Andrew A., Sp. Fork, Utah	Whitehead, Stephen R., St. George
“ William, “ “	✓ <del>Wilkins, Joseph S., Provo</del>
Jones, Lucy P., Provo	Wood, John A., Wheeler
“ Frederick, Cedar	Wright, Alma, Virgin City
✓ Kohler, Fred, Midway	✓ “ James L., Charlston

*Carleton*  
213-8  
(?)

245-12  
(Mrs)

*Salvatore*

765-12  
(?)

480  
(?)

236-R2  
(?)

*Arden*

*Leh*



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